

JUL 27 1946

# THE NATION'S SCHOOLS



Adjusting to the Veteran

*Vierling Kersey*

Released Time Leaves Some Pupils Idle

*Roger M. Woodbury*

Train Board Members to Lead

*Norman E. Watson*

Blueprints for a Modern School Plant

*Wailer and Strong*

What About Camp-Schools?

*School Opinion Poll No. 40*

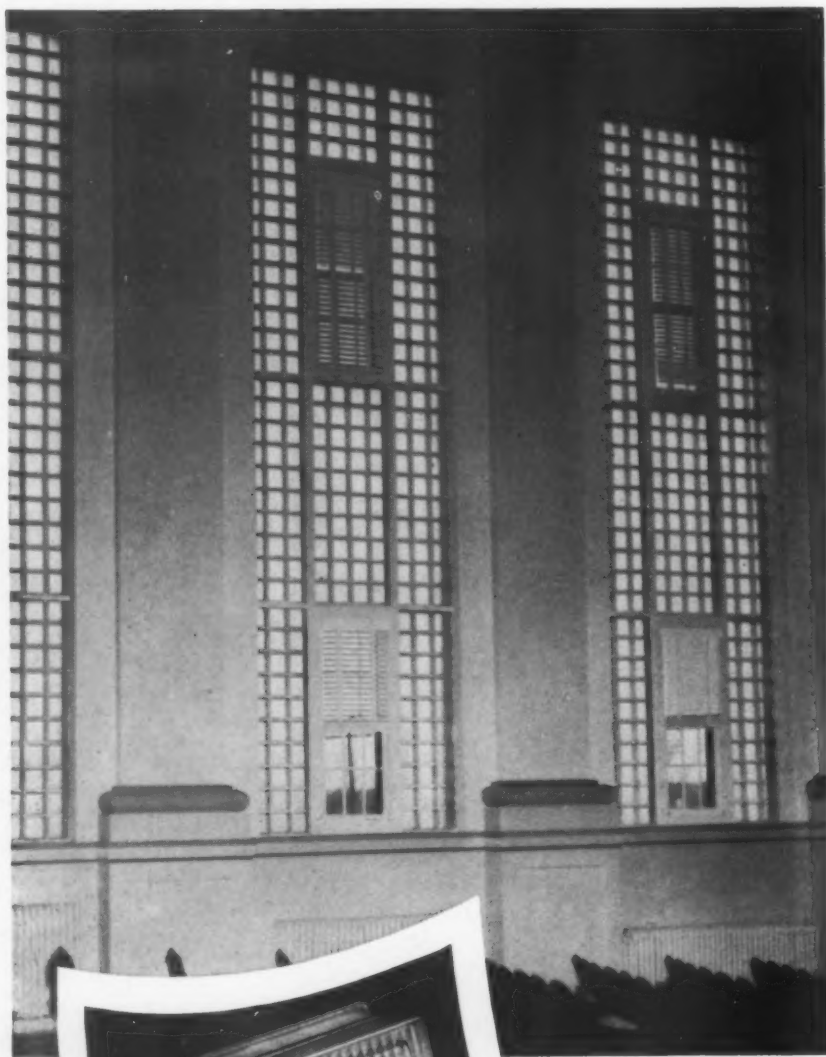
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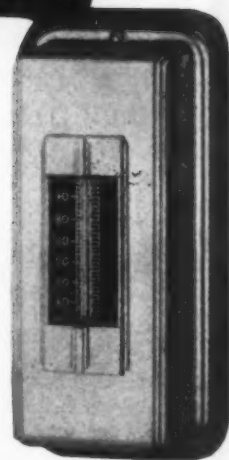


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# HEADLINES

## N.E.A. MOVEMENTS

Pleased by the success of its Chicago investigation, the N.E.A. is planning to investigate the ousting of five Nebraska teachers and the "punitive transfer" of five others in New Mexico.

Through its Democracy Commission, the N.E.A. is seeking a fund of \$50,000 to protect teachers whenever they may need outside help.

At the Buffalo convention this month, teachers and administrators went all out for U.N.E.S.C.O. and urged that all schools build their curriculums around the work of the United Nations.

## SEEK WORLD CONSTITUTION

A Committee to Frame a World Constitution has been organized with the University of Chicago as its center and Chancellor Robert M. Hutchins of the university as its president. Although just announced, the committee has been quietly at work since last November. Completion of its task is expected to require another year.

## TO FIGHT TEEN-AGE CRIME

A government sponsored national conference will be held in Washington, D. C., in September to organize the forces of state and local government, law, education, religion and child welfare against teen-age crime. Legislation aimed at improving present conditions will be recommended. (Story on page 60.)

## SURPLUS PROPERTY

New procedures went into effect July 1 for schools buying surplus war property. These will eliminate red tape and facilitate purchase at site sales. They will also reduce paper work for this sort of buying to a minimum. (Story on page 60.)

## NEW PR 28

An amended PR 28 now grants CC ratings for obtaining emergency items needed for veterans' educational facilities. The Civilian Production Administrator, however, reserves the right to limit the amount of a scarce material which a holder of a CC rating may order from one source of supply. (Story on page 60.)

## SUBSISTENCE ALLOTMENTS

Schools will have to fill out only one form for subsistence allotments for veterans enrolling next fall. The number of questions has been materially reduced and the new form will be the only instrument required by the Veterans Administration for resuming payments to veterans. (Story on page 58.)

## SUPERINTENDENT RESIGNS

Chicago's superintendent of schools, William H. Johnson, has resigned following recommendations of a committee appointed by Mayor Kelly to investigate the school situation. Although

the committee in effect demanded the resignation of the entire board of education, all save one member are sitting tight. Mr. Johnson has a new \$12,000 a year position with the school system. (Story on page 62.)

## VOCATIONAL ED BILL

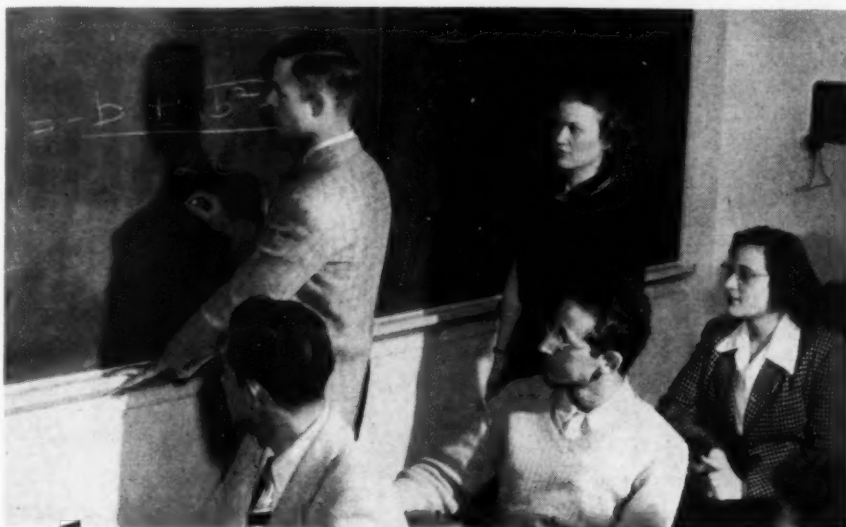
S. 619, the vocational education bill, calling for an annual increase of \$16,500,000 over the present appropriation of \$14,200,000, has been passed by the Senate. The additional funds would be for extending vocational education in the fields of agriculture, home economics, trades and industry, guidance and distributive occupations. (Story on page 58.)

## SUGAR RATIONING

Sugar rationing is continuing in all its phases. Institutional users are advised to retain unused ration evidence and records. No change has been made in allotments to institutions for the July-August period. (Story on page 60.)

## URGES LAND SALE

Rep. Barrett has introduced a bill urging sale of 11,000,000 acres of public land in nine western states to provide school funds. The land is now being used largely for grazing purposes.



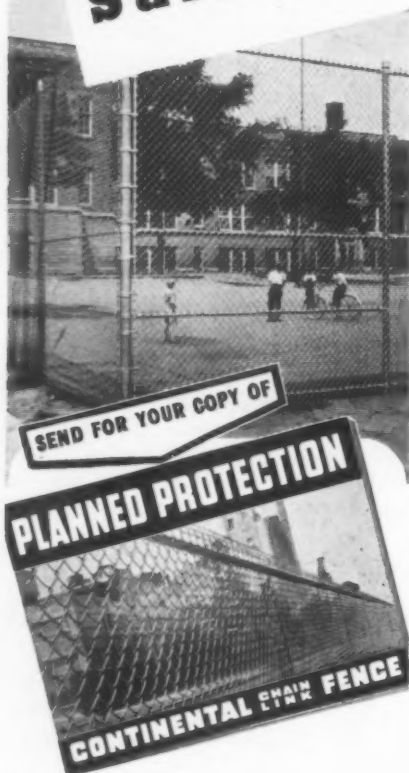
A unique high school program giving veterans more freedom than that offered ordinary pupils has encouraged scores of former servicemen to continue their education at Mont Pleasant High School, Schenectady, N. Y.

*For full news coverage of the month, see news section beginning on page 58.*

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# THE ROVING REPORTER

## Dancing at Noontime

To combat overcrowded conditions in the lunchroom at Sullivan High School in Chicago, the faculty instituted a dance schedule for the various lunch periods. Pupils dance on the stage of the school auditorium. A phonograph was purchased from school funds and the proceeds from penny collections bought dance records. These are played over the amplifying system.

The plan has been successful in that pupils no longer hang around the lunchroom when they have finished eating but go up to the auditorium where, if they don't want to dance, they can sit and talk to their friends and listen to the recordings.

A stage crew of 17 boys and eight girls is in charge of the dances. They handle lights, amplifying system and records; they also handle these same things for all assemblies and stage performances.

## "Before They Are Six"

"Before They Are Six" is the title of a mimeographed handbook for parents of preschool children put out by the schools of Henrico County, Virginia. It was developed in response to requests from parents, teachers, principals and others concerned with the guidance of 6 year olds into a satisfactory adjustment to school life. The contents are based largely upon the experiences of the first grade teachers of Henrico County.

A foreword describes some of the ways in which children differ from one another, these differences representing the four interrelated areas of growth: physical, social, mental and personal. "Teachers and parents must be ever aware that the child does not appear 'fresh each day on the doorstep of the school.' He comes, facing the present and bringing with him his past experiences and his own hopes and aspirations for the future."

For parents "who wish to think through their own children's readiness for school living," thought-provoking questions are asked concerning the child's health, his social and personal readiness for school. A bibliography of books and pamphlets is included in the handbook, which concludes

with a poem by Walt Whitman "There Was a Child."

The book is an excellent public relations piece. When Henrico County citizens were asked to increase their taxes recently to take care of \$2,000,000 worth of new school construction, the voters went to the polls and voted for it.

## Experiment in Spanish

An interesting experiment in the teaching of Spanish in elementary schools is being tried in schools of San Diego, Calif. Fourth graders in 34 schools are being "exposed" to conversational Spanish for fifteen minutes daily. After the instructor's oral presentation, the pupils' aural impression is reinforced by choral practice; individual recitations provide further experience. A story, dialog, song, poem or jingle is used for building vocabulary, the elements of each being broken down for drill.

The fourth grade has been chosen for this experiment because of a tie-up which can be made with social studies units. Three full time and three part time traveling teachers, and sometimes classroom teachers, are giving the instruction. The experiment is being tried in some fifth and sixth grades also.

The success of these classes will help to determine the extent to which this type of instruction is desirable in elementary schools.

## They Hit the Oregon Trail

It was a strange procession which made its way recently through Cincinnati streets, from Bond Hill Public School to a clearing about half a mile away. It halted traffic and caused passersby to stop and gape for what they saw was a line of 30 "covered wagons," cardboard oxen and a stream of "pioneers" guarded by hardy characters carrying BB guns and shepherded by a red-haired freckle-faced leader.

These were all pupils in the fifth grade at the Bond Hill School who were reenacting a trek to Oregon which took place a hundred years ago, the purpose of the expedition being to make history come alive for the youngsters. It took three hours for the caravan to reach its destination,

during which time it crossed the Missouri River, a creek in reality; fought off an attack by Blackfeet Indians, led by an eighth grader, and struggled over the Rockies, a heavily wooded hillside, with their leader sweating and toiling to get them across.

The cardboard oxen fell by the wayside, and a cardboard coffin containing a doll was buried en route which was wept over by the little girls.

Awaiting the pioneers at the end of the trail was a fine picnic lunch which was eaten with gusto.

"Do I know about the Oregon Trail?" one of the party echoed after it was all over. "Boy, I've been over it! And it's a wonder we got there alive."

Dorothy Denick, fifth grade teacher, planned the living history lesson and was assisted by another fifth grade teacher, Elizabeth Trainor. Principal C. C. Warren gave the expedition his blessing.

## "Pathways to Careers"

The city of Canton, Ohio, has four modern high schools. Realizing that the enrichment of the high school program carries with it responsibility for guiding pupils into particular courses, the guidance program has been increasing in scope and efficiency during the last ten years. The school officials have now published a handbook, prepared by I. W. Delp, director of high schools and research, entitled "Pathways to Careers" which is to be placed in the hands of pupils and homeroom teachers well in advance of registration dates.

The 65 page book is illustrated with photographs, drawings and charts. Typical chapter headings are: "You Are the Architect of Your Future," "High School and Living," "Looking Into Your Future," "Preparation for Careers in Business or Trades," "Preparation for a Profession," "Facts You Should Know About High School Work," "Pathways to Futures Through Canton's High Schools," "Growing Through the Extracurricular Activities."

Pupils and teachers are expected to make effective use of this guide in selecting their program of work for next year. J. H. Mason is superintendent of schools at Canton.





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# QUESTIONS *and* ANSWERS

## Giving Letters and Awards

**Question:** How do other schools present athletic letters and awards? Do the girls receive awards on the same basis as boys?—G.N.W., Tex.

**ANSWER:** Letters and awards approved and given by a high school could well be given to girls and boys on the same basis.

Each activity, of course, will have its own requirements for the earning of a letter or an award, but all these awards and letters could well be presented to the pupils under similar circumstances. To illustrate, the awarding of letters to the football team members before the student body in an assembly should call for a similar setting for the presenting of high scholarship legion pins, girls' athletic association emblems, Latin awards and so on. It is a wholesome practice to present letters and awards before the student body in an assembly.

The presentation of high school football letters at an annual football banquet attended and sponsored by the football fans is, in my opinion, a questionable practice. The school should approve the type, cost and character of all the letters and awards granted in the school. For example, the school letters should all have something in common, such as the school colors, but should be distinctive enough so that a letter awarded for football will not be mistaken for a letter given to a band member.—FRANK A. JENSEN.

## Stimulate Desire to Achieve

**Question:** How can a desire to achieve more than just what is required of them be stimulated among pupils?—T.E.C., Tex.

**ANSWER:** The assumption is that we have a well-informed teacher who knows her pupils' I.Q.'s, reading abilities and so on but who wishes to create a desire among her pupils to do better or more than the required work. This means that we have the problem of arousing interest and participation where otherwise little or no interest or participation exists.

We must use natural incentives and rewards that are to be found in the situation. Teachers should develop a sensitiveness to social controls and create a desire on the part of pupils to search for real rewards which are inherent in each particular situation. Intellectual, practical and emotional values of studies should be suggested by the teacher.

Knowledge of results will increase speed and efficiency.

Work progress sheets and learning curves will help. A pupil's knowledge of his intellectual level may make some difference. Co-working groups may increase the flow of thought. Rivalry among groups and individuals is an effective motive with school children. Pupils should be made aware of the problems that face them and of the fact that their development and improvement are a part of the school's responsibility as well as their own.—LORING C. HALBERSTADT.

## Know 'Em; Sell 'Em; Serve 'Em

**Question:** How can we effectively reach the 60 to 70 per cent of our patrons who have no children in school?—J.C.B., Ohio.

**ANSWER:** The rule of *know 'em, show 'em; tell 'em, sell 'em; serve 'em, observe 'em, and then do it over and over again* is about as good as any in this case.

Among the impersonal mediums for reaching some, never all, of the 60 to 70 per cent, the newspaper is without equal. School publications, official reports, displays and exhibits have value. Radio, if available, is another good medium even though it has more hit-or-miss possibilities of reaching the persons desired to be influenced than has the printed word.

But there is no substitute for the tried and proved pay-off, the personal touch. The printed page, the cold statistical chart or graph, the voice of someone who is not seen and who cannot answer a question readily simply do not arouse much enthusiasm or create much understanding.

Professional school personnel and allies (P.T.A. members, pupils) circulating through the community and assuming the rôle of true educational ambassadors and proponents can be helpful in reaching some of the 60 to 70 per cent. And they can do it without talking shop at every turn and without exploiting personal, social and various other informal relationships.

Most people belong to some type of organization that is usually interested in obtaining from time to time a speaker on a noncontroversial subject. Since education is opposed only to ignorance and its counterparts, the educational speaker is usually welcomed. Invitations to speak

to these organizations should not be difficult to obtain.

Many of the current nonpatrons of the schools will be found receptive to special invitations or opportunities to observe and witness interesting school activities, either in or out of the school. Some can be enlisted to serve as occasional speakers, counselors for youth and judges in the school program.

With few exceptions, people want to reciprocate to the extent of returning an interest for an interest, a service for a service. Serving the wants and interests of individuals and groups through adult, continuation and trade classes; conducting forums; making available to any and all who will use them profitably the library, laboratory, shop, recreational facilities, these measures will make for a feeling of oneness between school and community and out of this feeling will come sympathy, understanding, cooperation and good will.—CHARLES F. CARROLL.

## Tax Rates for Education

**Question:** What about the advisability of having one sales tax rate and one property tax rate for public education within a state?—E.R.D., Mich.

**ANSWER:** Uniform sales tax rates within a state are desirable. Sales taxes levied locally could be evaded by going to the next town.

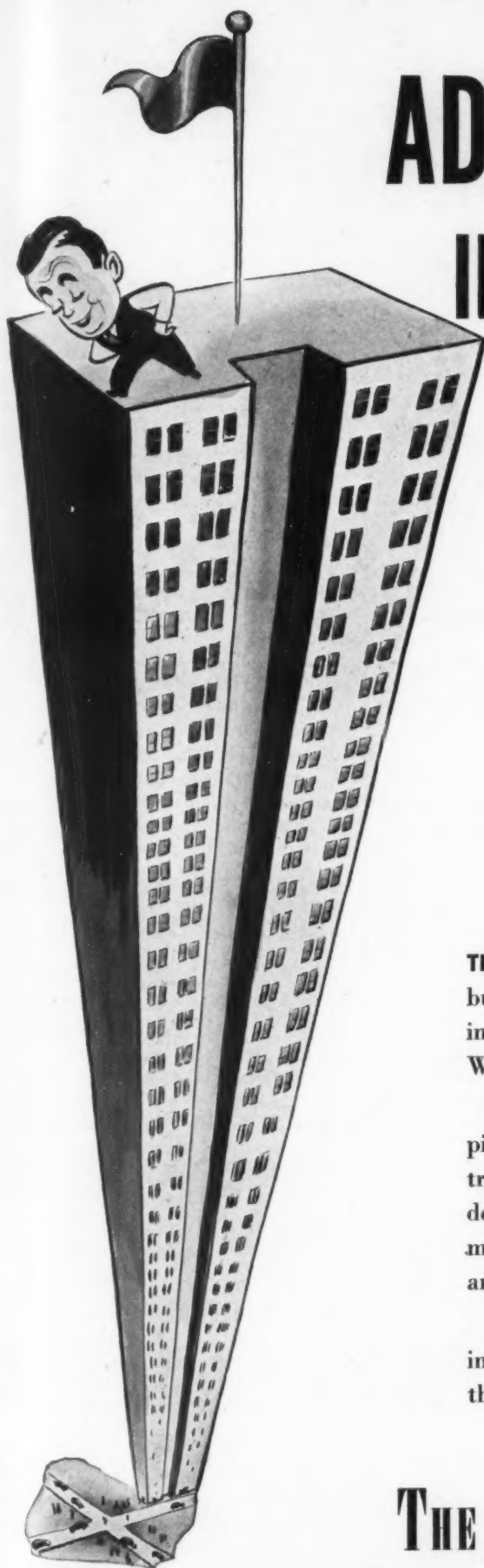
A uniform property tax rate for education is not desirable. It does not equalize the educational tax burden because rates of property assessment are not uniform. Complete uniformity denies the exercise of extra local tax effort for the purpose of maintaining schools above the average level.—LEE M. THURSTON.

## Activities Besides Athletics

**Question:** Our community, including the alumni association, is so interested in athletics that nothing else can be promoted by the school. What policies could we follow that would strengthen other extracurricular activities so as to deflate the overzealous interest in athletics.—H.H.S., Iowa.

**ANSWER:** South High School in Denver has a student body of 2300 boys and girls who are interested in athletics, musical organizations, clubs and other activities. Fortunately, we do not have an alumni association that insists upon annual championships in all sports.

We have succeeded in lessening the  
(Continued on Page 10.)



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importance placed upon athletics by stressing the activities of our band (100 members), glee clubs, madrigal singers and a cappella choirs (85 members). Evening and Sunday afternoon concerts by the orchestra and band have been advertised by newspapers and window cards. We consider the band an integral part of the athletic program as it plays for all football and some basketball games.—CHARLES E. GREENE.

## Playground Shortage

Question: How do schools solve a shortage of playgrounds when it is practically impossible to get more space?—L.C.C., Tex.

ANSWER: A shortage of playgrounds requires greater care than usual in planning for the use of the available areas. Points to be considered are:

1. Waterproof surfacing of playgrounds and permanent marking for circle games, volley ball, playground ball. This will make for much more efficient use of the play space. Included also should be fixed pipe holes in which standards for volley ball and badminton can be set up easily and quickly and then be taken away when the space is needed for other activities.

2. A schedule range that provides for definite groups or definite activities at a definite time. Too often there is general activity, loosely organized, with little good coming from such an arrangement.

3. Sufficient leadership to see that the best possible results are obtained from the available facilities.—ELNA H. NELSON.

## Grade School Track Meets

Question: What events should be included in grade school track meets and which ones should be excluded?—J.R.M., Ill.

ANSWER: The following events are recommended for elementary school track meets. Those approved for fifth grade are also approved for sixth, seventh and eighth. Any event not listed is not recommended.

**Fifth Grade:** 50 yard dash, running broad jump, standing broad jump, baseball throw for distance.

**Sixth Grade:** 60 yard dash and standing high jump.

**Seventh Grade:** 75 yard dash and hop-step-and-jump.

**Eighth Grade:** 100 yard dash, running high jump, eight pound shot put.

The following events are sometimes used as track events but not in a true meaning. All are recommended, if considered appropriate.

Base running (for time), basketball throw for distance, basketball throw for goal, baseball throw for accuracy, jump and reach, pull-up, push-up, soccer kick for distance, soccer kick for accuracy, standing broad hop, double broad jump and standing whole Hammon.—JACK M. HOXSEY.

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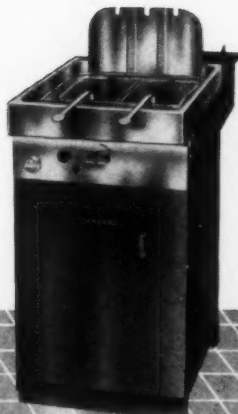
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**1½-TON CHEVROLET TRUCK**

The undersigned certify in the name of the Contest Board, American Automobile Association, that between January 11, 1938, and January 19, 1940, a 1938 Chevrolet 1½-ton truck, Model 11812, of strictly stock status equipped with special platform body, heavy duty generator and radiator, oil bath air cleaner, oil filter, and carrying a non-displaceable load, established the following economy and dependability performance.

	*FIRST HALF From start to 53,825.0 miles	*SECOND HALF For additional 46,190.9 miles	COMPLETE RUN For total of 100,015.9 miles
<b>PERFORMANCE</b>			
1.... Total test miles.....	53,825.0	46,190.9	100,015.9
2.... Net running time.....	1,660h. 55m.	1,363h. 50m.	3,024h. 45m.
3.... Average speed, miles per hour.....	32.41	33.87	33.07
4.... Weight, Gross, with driver and observer, pounds.....	9,260	9,260	9,260
5.... Weight, Load, exclusive of driver and observer, pounds.....	4,590	4,590	4,590
<b>FUEL CONSUMPTION AND COSTS</b>			
5.... Gasoline consumed, U. S. gallons.....	3,509.1	3,113.5	6,622.6
6.... Miles per gallon of gasoline.....	15.37	14.84	15.10
7.... Ton miles per gallon of gasoline (gross weight).....	15.37	14.84	15.10
8.... Gasoline cost, average per gallon.....	71.16	68.71	69.91
9.... Gasoline cost, total.....	\$201.16	\$214.83	\$415.99
10.... Gasoline cost, per mile.....	\$0.01269	\$0.01269	\$0.01269
11.... Gasoline cost, per ton mile.....	\$0.01312	\$0.01269	\$0.01292
<b>ENGINE OIL AND LUBRICATION</b>			
12.... Crankcase drained and refilled, times.....	23	21	44
13.... Total oil added between regular changes, quarts.....	2	3	5
14.... Total cost of oil.....	\$39.72	\$36.62	\$76.35
15.... Average price of oil, per quart.....	\$0.340	\$0.339	\$0.339
16.... Oil actually consumed (total added minus total drained).....	40.80	52.49	93.29
17.... Oil actually consumed (total added minus total drained).....	1,320	880	1,072
18.... Oil actually consumed (total added minus total drained).....	\$13.87	\$17.76	\$31.63
19.... Oil actually consumed (total added minus total drained).....	\$43.38	\$43.13	\$86.51
<b>FUEL, OIL, AND LUBRICATION COSTS</b>			
20.... Total cost, gasoline, oil, and lubrication.....	\$789.03	\$665.80	\$1,454.92
<b>UPKEEP AND MECHANICAL COSTS</b>			
21.... Regular maintenance, mechanical work, periodic inspections, replacements, and labor (Note 2).....	\$54.98	\$116.47	\$171.45
22.... Tires and tubes, new (Note 2) plus tires (Item 22).....	\$150.00	\$165.50	\$315.50
23.... Total, regular maintenance (Item 21) plus tires (Item 22).....	\$204.98	\$281.97	\$486.95
<b>TOTAL, ALL COSTS</b>			
24.... Total cost, gasoline, oil, lubrication, regular maintenance, tires (Items 20 and 23).....	\$994.01	\$947.86	\$1,941.87
25.... Total cost per mile (based on Item 24).....	\$0.01847	\$0.02050	\$0.01942
26.... Total cost per ton mile (based on Item 24).....	\$0.00399	\$0.00443	\$0.00419
<b>OPERATION ON THE ROUTE</b>			
27.... Third gear used in climbing hills, times.....	1,102	850	2,032
28.... Second gear used in climbing hills, times.....	81	30	111
29.... Water added to radiator, quarts.....	11	7	18
30.... Water added to radiator, quarts.....	11%	10%	22%

THE ABOVE SUMMARY INCLUDES RUN UP PIKES PEAK ON JUNE 28, 1938, AFTER COMPLETING 52,319.7 MILES OF TEST RUNNING, AND CARRYING THE FULL TEST LOAD. THIS CLIMB WAS MADE WITHOUT MECHANICAL FAILURE OR TROUBLE OF ANY KIND.

Note 1: Miles per quart of oil consumed between 90,000 and 100,000 miles (10,000 miles, 8.47 quarts), 1181.

Note 2: Itemized details on costs of lubrication, regular maintenance, and tires are covered by A.A.A. Supplementary Certificate, on file with the A.A.A. Contest Board and in the possession of the Chevrolet Motor Division, and are available to anyone who desires to inspect them.

J. Reed  
Off. of Registration

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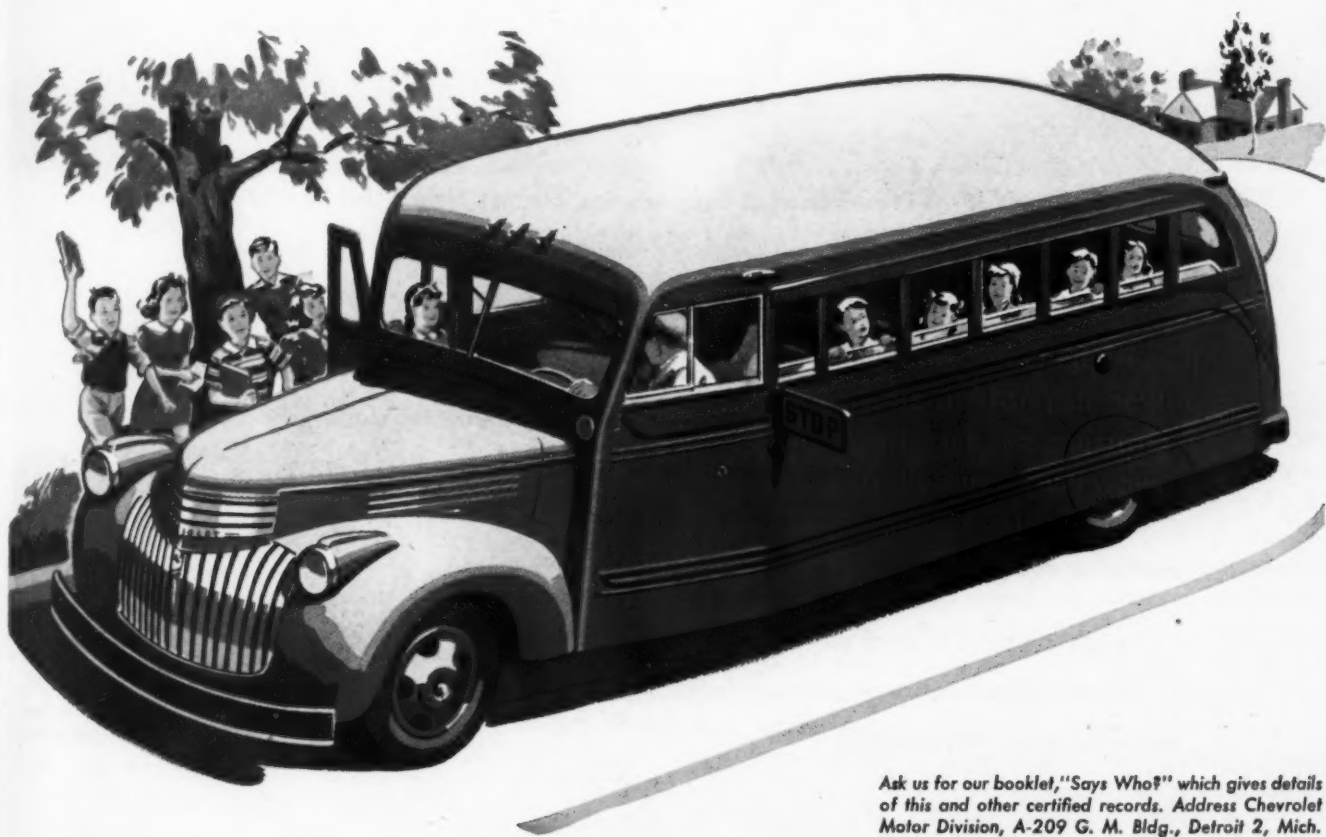


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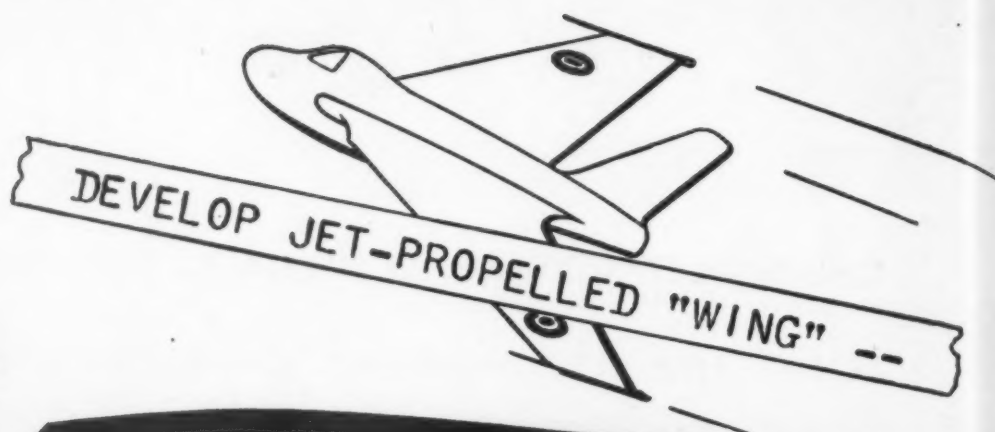
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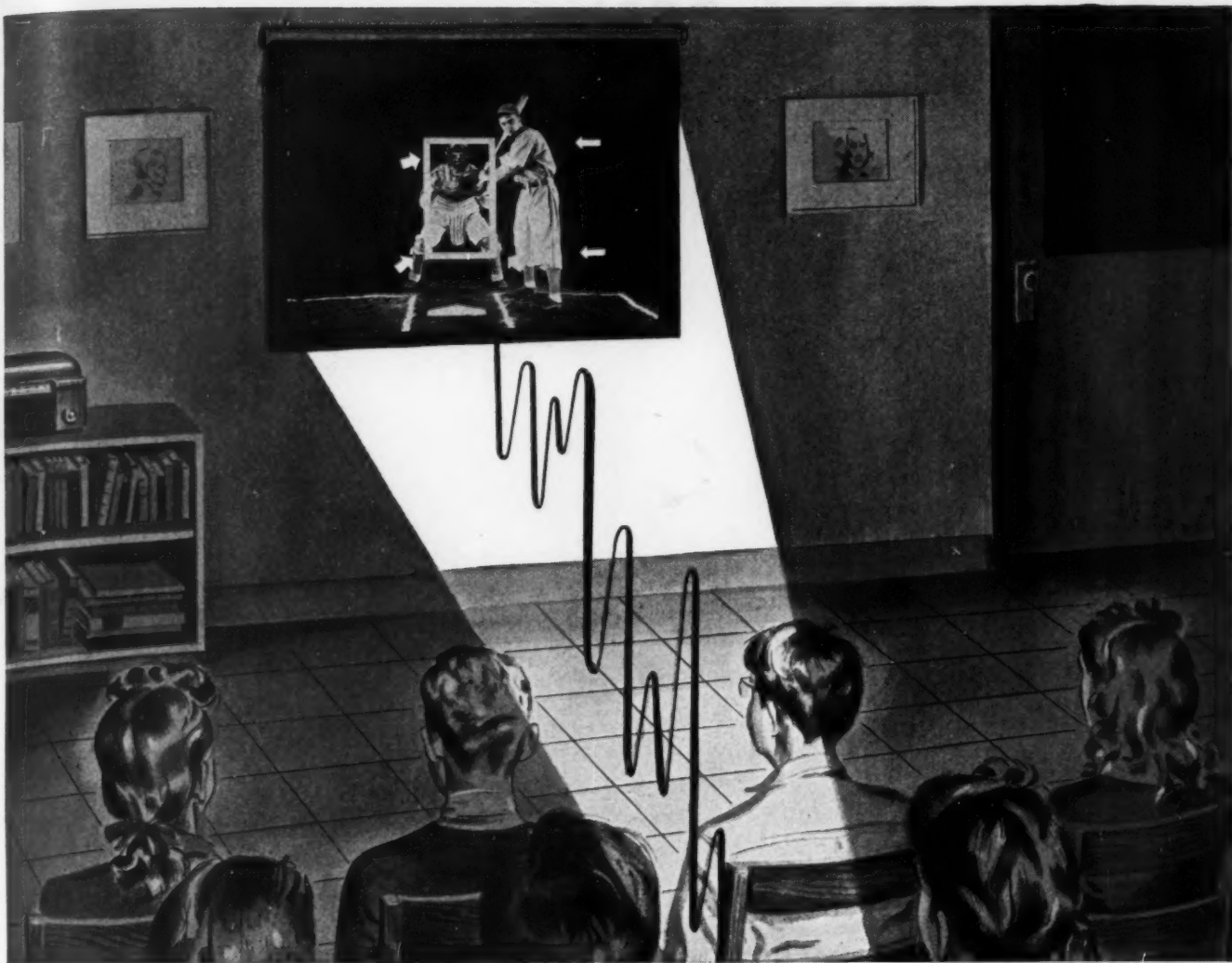
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Scene from Coronet Film "Batting Fundamentals"

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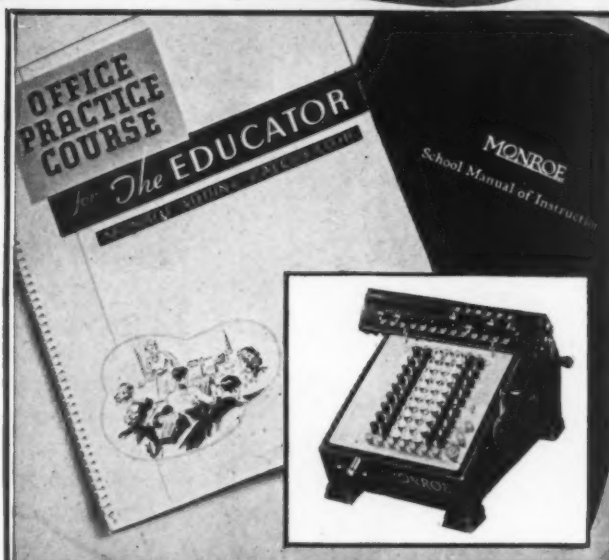


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# LOOKING FORWARD

## Boards Make Policies

**T**HIRTY years ago large, cumbersome boards of education operating generally as planning, executive and appraisal agencies were the rule. Today 48 per cent of the school boards in cities of more than 100,000 population and 41 per cent in cities with less population have discarded the old executive committee device, which gave in practice if not in theory from three to seven lay executives to a school system, for a much more efficient plan. Not only has the superintendent been recognized as the chief executive officer of the board and the leader of the teaching profession but smaller boards of education are spending more of their time in the consideration of general problems, the formulation and adoption of broad policies, and much less time on the technical details of educational administration.

These and other changes are effectively presented in a recent (April 1946) research bulletin of the National Education Association on the "Status and Practices of Boards of Education."

The superintendent and his associates determine the instructional, physical, technical and financial needs of the schools and are in an ever increasing degree responsible for supply and equipment standards, for the procurement of essential material and for making the general budget. The executive activity is becoming professionalized to a greater degree with the passing years.

These changes do not indicate that boards of education are declining in either importance or power. Quite the reverse is true. After a period of general belaboring by educationists and even superintendents during the twenties, the community board of education is now recognized as an essential and extremely important part of public school organization. Boards of education, by limiting their activities to planning, policy making, evaluation and interpretation, are doing a better and more valuable job than ever before. They are also

recognizing to a much greater degree the partnership idea between home and school which is so important to public education.

## "Eminent Practitioners"

**O**NE of our ivy-covered universities where sterile academic respectability has long been considered more important than the annoying dynamics of ideas has been subjected in recent years to a series of shocks. Some time ago the extramural or extension division decided that an excursion into informal adult education was necessary if the school was to maintain itself against the growing practical competition of "lesser institutions." The idea was made even more attractive when a foundation generously offered to finance this practical venture into vulgar community life.

A number of individuals with long experience in community education were obtained and allowed to work. They had all been successful secondary teachers who thought they saw broader possibilities in working with adults. So they found places to live in this growing university community and went to work at the crossroads and in the hills. They were friendly folk who believed that adults could learn without the aid of credits, certificates, diplomas or other academic garnishments.

At first their work was looked upon askance and politely ignored. As the results of their efforts became more obvious, it created discussion and some of the regular faculty even became politely if condescendingly interested. They also began to discover worthwhile social traits in these friendly but, from an academic viewpoint, so irregular people. They had no doctor's degrees or any of the other canned honors so dear to the academic heart. They were just plain teachers, apparently something new in faculty experience.

Finally this tolerant attitude crystallized in consideration of the problem of social status by a dean and a committee. The academic gentlemen pondered long

and thoughtfully. Patently these people were not faculty members; patently they did not possess the requisites of academic respectability, for they did not have the doctorate; patently they were not regular, for their work carried no academic credit. Yet they seemed worthy people and deserved recognition. Something must be done about it.

Finally the dean suggested: "Let us recognize their good work by giving them official recognition, not as faculty members or teachers, but as 'eminent practitioners.'"

The idea was approved. It was now possible for the faculty wives to call on them and criticize their furniture and silver without loss of social face.

## Fletcher H. Swift

FLETCHER HARPER SWIFT, national and international authority on school finance and the history of education, retired at the close of the academic year as professor in the college of education at the University of California, after forty-two years of teaching at Columbia, the University of Washington, the University of Minnesota and the University of California.

Born into a New York City minister's family on May 20, 1876, Fletcher H. Swift was educated in the elementary schools of Michigan, the secondary schools of New York State and was graduated from Dartmouth in 1898. After teaching for two years, he entered Union Theological Seminary from which he received the degree of Bachelor of Divinity in 1903. He was not destined for the ministry, for the next year found him at Teachers College, Columbia University, as teaching fellow in the company of early educational "greats." Washington called him in 1905 as assistant professor; after two years in Seattle he moved east to Minnesota, where he rose in two years from assistant to professor of education in 1909.

While at the University of Minnesota, Professor Swift carried on extensive research in public school finance, of which his monograph on "Public Permanent School Funds of the United States, 1795-1905" became the standard work on this subject. In 1911-12 he studied foreign school systems and also served for several years as finance consultant to the United States Office of Education. He was also prominent in the early survey movement and directed state studies in Oklahoma, Arkansas and Utah.

Immediately following World War I he became associated with the National Educational Finance Inquiry and was joint author of one of its volumes. He also produced a four volume series of "Studies in Educational Finance" between 1922 and 1925. He accepted a professorship in education at the University of California in 1925, remaining there until attaining retirement age this spring.

At Berkeley, Professor Swift devoted most of his

time to the teaching of the history of education and comparative education. His early studies of European school systems were supplemented by two years of further study in 1928-29 and 1937-38, the results of which were published as a series of monographs. A series of articles based on these studies appeared in condensed form in *The Nation's Schools*, of which he was an editorial consultant for a number of years. His scholarly efforts were recognized both by his alma mater, Dartmouth, which honored him with a doctorate, and by France, which made him a Chevalier of the Legion of Honor in 1936.

Professor Swift is a colorful and rugged personality in whom deep and reverent feeling for American democracy is practically religion. With Ellwood P. Cubberley he believed that one of the greatest of social achievements of the new world was the progressive development of the American public school, nonpartisan, nonsectarian, classless and impartial, ready to minister to all of the children of all of the people. His classes in the history of American education always featured the history of the struggle between the ecclesiastical and civil authorities for the control of education.

His teaching career covered forty-two years of the most stirring period in American public education and his sturdy, rugged independence of thought and his eloquent teaching of democracy mark him as one of the outstanding teachers of his generation.

## Six-Four-Four Plan

THE period immediately following World War I saw the rapid development of the lower secondary school (junior high) as a distinct administrative unit in secondary education. The twenty years following World War II will witness a parallel development of the upper secondary school, including grades 11 through 14, and known variously as the senior high school, the community college or the junior college. There will also be a trend toward the extension downward of the elementary school, at least in urban circles, to include one year below the kindergarten.

Administrators now planning for their future secondary school program in terms of new buildings can advance their knowledge of these impending organizational changes by reading two complementary books recently published by Harper and Brothers. The first contains the educational theory, practice and national attitudes underlying the change in "Integrating High School and College," or the "six-four-four plan at work." It is written by Leonard V. Koos, University of Chicago professor.

Doctor Koos has gathered a considerable amount of evidence on the trends, problems and possibilities of this upper secondary organization. He favors the close instructional integration of the upper years in a single four year school, as being in effect much superior to the isolated two year junior college.

In the second volume, "The New American College," Supt. John A. Sexon and John Harbison present for the doubters, the conservators and the academic minded college and university professors twenty years of experimental evidence on the value of the new idea in Pasadena, California. The first part of this book discusses the philosophy and history of the new idea in American secondary education, while the rest is devoted to presentation of instructional and administrative problems growing out of their experience.

These twin publications are significant contributions to the emerging eight year American secondary school divided into two four year units and motivated by the social rather than the older academic concepts of the secondary school. Read both before you build.

## Burning Books

THE military order to burn all books and monuments in Germany that had any reference to or suggestion of Nazi inspiration came as a big shock to many Americans. While Nazism was a dynamic expression of the German will to power, it is not a recent and detached phenomenon but a distinct and integral part of German culture. The actual and complete execution of this order would mean the destruction of books and monuments dating back to Frederick Barbarossa.

When home criticism became hot, army authorities attributed the idea to the Russians. This explanation was so lame and weak that one cannot help but wonder whether it was not merely part of a larger propaganda gesture. Even if the Russians did incline toward the extermination of ideas by fire, a notion quite popular but also quite ineffective in ancient, medieval and modern times, the American military authority should have known better than to accept it. In the first place, burning of books has no place in our democratic pattern of thought. Our own history as well as that of other nations should tell us that ideas cannot be destroyed by burning books, wrecking monuments, building high fences or even by a carefully supervised censorship.

The only manner in which dynamic totalitarian ideas can be changed is through the constructive process of providing something better as a substitute. The Germans will only cease to be an international menace when the people are convinced through actual experience that peaceful ways of life and popular government give them a better and richer life than do the plans offered by the spiritual successors to the Barbarossa ideology which was, in turn, originally imported from the Roman world. America cannot afford even passive acceptance of futile attempts to eradicate ideas by fire, even if urged by the military mind. Folk memory is tenacious and has a much longer life than the printed word or monument of stone. Folk memory is not susceptible to eradication by fire as has been proved.

## Fire Protection

MORE than 2000 school fires are reported annually, according to the National Fire Protection Association. Of these, slightly more than one third originate in instructional areas, one third begin in service areas and the remainder start either outside the building or in miscellaneous places, such as partitions, attics, projection rooms, elevator wells or hallways.

The three chief causes of school fires are the misuse of electric equipment or faulty wiring, smoking and spontaneous ignition. These can be guarded against.

The largest loss of life is from panic, inadequate exit doors opening inward and locked exits. These causes can be eliminated.

With the opening of another school year next month, superintendents and building administrators are cautioned to take every possible precaution against possible loss of plant and loss of life by fire.

Every school should be checked regularly for possible dangers by a responsible fire warden or official inspector. Open stair wells, locked exits, storage of paper and other waste material in closets, all should be eliminated. If shops are located within the school building, they should be given protection by use of an automatic sprinkler system. Fire extinguishers should be provided at reasonable intervals in all school corridors. The best protection against loss of life through panic is the holding of regular fire drills so that children are thoroughly conditioned to certain conduct in times of emergency.

Fire drills are occasionally written into the monthly reports without actually having taken place. Some principals consider it more important to keep every pupil within the building than to provide free and open exits at all times. Panic bolts on exterior doors are frequently locked with a log chain and heavy padlock and sometimes only the custodian has the key. The generation old motto "Always Be Careful" cannot be emphasized too highly in the protection of our public and private schools against the dangers of fire.

## Bouquet for Yale

GENEROUS praise is due Yale University, the first of the conservative, privately operated schools to raise its limited prewar enrollment by slightly more than 50 per cent this fall and serve several thousand additional students seeking entrance. It is even more encouraging to note that more than half of the increase will be from the ranks of veterans. Advanced education as organized in this country can easily double its prewar enrollment without lowering either entrance or performance standards if prewar sampling surveys of capable students are a sound criterion.

*The Editor*





Pupils and adults, who donated their services, worked for two months to create this modern youth center.

# YOUTH CENTER

## *a school-community project*

**R. O. BORRESON**

Superintendent, Corning, Iowa



A stage with piano is of major importance in the Raider Rendezvous.

A POLICY of school support and assistance in sponsorship which characterizes the Corning youth center, if not an innovation, is at least not generally accepted procedure. Proponents of an ever widening scope of public school activities and services will observe with interest these manifestations of the school's expansion and diversification of effort by providing recreational facilities for out of school hours.

The high school student council first proposed a plan for a community youth center and selected representative pupils to participate in a panel presentation of the plan at a public meeting. Following this first meeting, a committee of eight adults was chosen to act with the pupils in making a preliminary survey as to needs, probable support obtainable and site. Among the adults were the superintendent of schools and a member of the board of education.

Adequate newspaper space and bulletins enabled the publicity committee to present essential information regarding the project prior to the drive for support. The committee on finance marked off the community into blocks and mailed letters to all persons not reached by circulars sent home with school children, explaining that solicitors would call in interest of the youth center. The fund was augmented by a high



The snack bar is a center of attraction.

Recreation is wholesome and varied.

school boxing benefit and by sale of wastepaper; these two events raised approximately \$500. Gifts by community organizations raised the total to \$2000.

The design and scheme of decoration for the center were influenced by the desire of the young people to have an attractive place and one that would provide the same facilities as were to be found in other centers. This group was given professional help on a volunteer basis and plans were drawn for a modern and colorful center. Persons working on the construction committee were responsible for enlisting volunteer labor, skilled and unskilled, and for laying out the work so that all abilities might be effectively utilized.

The committee on equipment worked closely with the young people to ascertain the games and the

furnishings desired. Successful appeals were made through newspapers for fixtures and furniture; ice cream and pop dealers furnished other essential equipment. Some items were purchased.

After considering the problem of location, it was decided to use the vacant top floor of the old high school building, situated a few blocks from the business district. The reason for accepting this site was the obvious financial advantage of placing the center in rent free quarters, as the board of education consented to provide the space and necessary heat. However, while giving this evidence of support, the board accepted no further responsibility, financial or otherwise.

During the period of building, approximately 400 persons contributed labor. Of this number, 300 were high

school pupils who worked at least one night from 7 p.m. to 10 p.m. when construction was under way. Some classes in homemaking and in shop worked during the school day. An interesting manifestation of community interest in the project was seen in the assistance given by the 100 adults who worked one or more nights during the two months of construction. Included were plumbers, carpenters, electricians and painters, all of whom donated labor. Approximately \$1600 worth of materials was purchased at cost.

The facilities of the Raider Rendezvous, as the center is called, occupy two large rooms, the first of which is known as the party room. In this area, approximately 60 feet square, are the dance floor, stage, booths along two walls, electric phonograph and snack bar. The last



The snack bar is always well patronized.

named is of major importance in the functioning of the center as an attraction and a source of income.

The bar, 32 feet long, has seats for 10 persons. It is of modern design. Equipped with sandwich grills, hot plates, sink, pop and ice cream coolers, malted milk mixer and storage space for food, it is painted in gay colors and is illuminated by indirect colored lights.

The stage unit, utilized for skits, orchestral concerts and other forms of entertainment, is provided with a velours curtain, piano and public address system. "Atmosphere" in the party room is created by eight wall

plaques, 8 feet high, depicting dancers and athletes. Color is provided by the large indirect lighting units used throughout. The central fixture is 24 feet in diameter and the four corner lights are 8 feet.

Adjoining the party room is the game room which has a pool table, ping-pong tables, tables for cards and other games, settees and cases for books and magazines. This room is also painted in gay colors. Adjoining are the boys' washroom and a colorful powder room for the girls.

The constitution submitted by the student council and adopted in a general school election provided for

the selection of an executive board by vote of youth center members. This board, consisting of 10 pupils, is charged with the responsibility of operating the center. Members serve for six months.

Chairmen assign members to work for the various committees. The board meets weekly during the school day and normally with the male supervisor who is a member of the school staff. The adult committee continues to function in an advisory capacity. Of considerable importance in the operation of the center are the two paid supervisors. A man is engaged for general control and a woman has charge of the food service. It is believed no center should attempt to function without paid adult supervision.

Income is derived from memberships, single admissions, sale of refreshments and the juke box. Three month memberships are sold for \$1 and single admissions are 15 cents.

The center is open three evenings a week from 7:30 to 10:30. The three simple rules adopted by the members, "No drinking, no smoking, no disorderliness," are enforced with negligible effort as membership cards are revoked upon provocation.

On occasion, the center has been rented to class groups of neighboring schools and to adult clubs and organizations in the area. The result has been increased good will and additional income. The center has been self supporting since March 1945.



Games of pool and ping-pong are in constant progress.



# Adjusting to the Veteran

**W**ARTIME gains in educational experience and the requirements of returning veterans have made their impact felt on school practices and programs. The effect of these influences is particularly noticeable at the junior college level.

Administrative organization, fields of specialization, methods of teaching and school plants, all are receiving certain modifications and improvements. Wartime gains in education have been significant and must be maintained if public schools are to give maximum service to pupils and, through them, to business, industry and the community.

## Want Extended Education

Veterans are returning from a war in which trained skills have been of paramount importance. Practically all of them have been made aware of the possibilities for further training for themselves and they seek to have opportunities for extended education made available to their brothers, sisters or children.

Those demobilized from wartime industry and now being redeployed into peacetime pursuits are interested almost equally in education for themselves and others. They, too, have found that marketable skills were essential to winning the war and are now equally essential to their individual success and to successful peacetime readjustment in business and industry.

Three new institutions already have been established in Los Angeles and are in active operation with an enrollment of more than 4600 students. Returning veterans are being given special consideration. The Los Angeles city schools are helping them through counseling, guidance, preparatory training, trade extension, apprenticeships, special classes, speed-up programs and credit evaluations. Most of this work has been centered in the Veterans' Educational Counseling Service which serves veterans throughout all levels of the school system. Veterans are now enrolled at City College, the Frank Wiggins Trade School, the Metropolitan

**VIERLING KERSEY**  
Superintendent, Los Angeles

School of Business and the veterans' unit at Belmont High School. Counselors and special teachers have been selected and assigned at these schools to carry on and extend the work of the Veterans' Educational Counseling Service.

In addition to these schools, all regular high schools and all evening high schools are making special provision for meeting the needs of returning veterans. Every school has at least one person on duty who is available for counseling veterans and who gives special attention to helping them arrange their classes.

A large number of the veterans are continuing their education at City College, through special schools or in the adult evening high schools. Many of the younger veterans have chosen to return to the high schools which they attended prior to their military experience and 799 of them received their high school diplomas from 35 high schools in January 1946.

## Veterans More Mature Than Others

The wishes of these men are being respected and it has been found that rapid and satisfactory progress is being made by most of those who are attending high school as well as the more advanced institutions. Practically all veterans are now matured much beyond their school age and deserve and require programs in which they may advance as rapidly as they are able.

In every instance the needs of the veteran are of paramount consideration. Red tape must not interfere with the maximum progress of any veteran. A careful study of experience with veterans has shown that ordinarily the adjustment required is slight indeed. In practically all instances the best program for the veteran can be devised with but little, if any, dislocation of usual academic procedures. The question has been asked as to whether the Los Angeles

city schools have been radically changed by the adoption of military methods of instruction. The best of teaching still remains the foundation of learning, not only in the Los Angeles city schools but throughout the nation as well.

Many persons have been impressed by the results of the specialized training given to military personnel and have assumed that recent experience has resulted in something new and mystical in the learning procedures. It is worth while noting, however, that practically all of the military training methods devised during the past few years were developed by educators who had been called from the schools and classrooms of the nation. Military training methods have developed from well recognized bases of education and have achieved their outstanding results because of the fundamental soundness of our entire educational system.

## Schools May Counsel

Many groups of military trainees made more rapid progress than is possible for the veterans who are now returning to our schools. While the educational methods used are largely the same, the conditions which prevail in a public school system are far different from those existing in the armed forces. Students selected for specialized training programs were chosen for intelligence, preparation and the desire to succeed. The public schools may counsel returning veterans but to a large extent must permit them to take those courses they wish.

In the armed forces, attendance, study hours and limitation of leisure time were handled in a military way. In the public schools a much lesser degree of discipline and compulsion may be invoked. In spite of the fact that returning veterans now are preparing for their life work, it has been observed that motivation upon their return to public schools is less than that which urged them on in competition for commissions and ratings or to exchange the infantryman's pack for the specialist's tools.

Financial considerations also are significant. The money spent for training by the military forces was war money, not local taxpayers' money. It was spent in sufficient amounts to obtain the desired results in the minimum amount of time. The teacher load often varied from one or two trainees to groups of 10 or a dozen men. Probably no public school system can begin to approach this favorable teacher load or to have access to funds for audio-visual and other training aids comparable to those supplied in the armed forces.

The Los Angeles city schools have found that the problem of training returned veterans is one of relatively

slight adjustments in our procedures rather than any adoption of a mystical military program. Returning veterans are older, more experienced and mature, better motivated and more willing to work hard than the typical high school pupil. Basically, however, there is no more difference existing between veterans and other pupils than will be found to exist among pupils in different schools or among pupils within one school.

Los Angeles has made no specific changes in physical plant design to meet the needs of the returning veterans, nor do such changes appear to be indicated or necessary. Careful consideration was given to this mat-

ter and a veterans' unit, capable of handling 350 returnees, has been established at one of our regular high schools. It opened in February 1946 with about 200 veterans and will expand as needed to 350. The work offered at the veterans' unit is primarily academic, consisting largely of refresher courses and subjects required for high school graduation. Veterans desiring commercial courses will be taken care of at our commercial high school (Metropolitan High School), and those desiring vocational shop courses will be handled in one of the regular high schools at which such facilities are available. Veterans will be allowed to progress as rapidly as their ability permits.

We have not found it desirable to make, or even to consider seriously, any change in our school organization. The Los Angeles city schools operate on a K-6-3-3 program, with junior college and adult education facilities available for those who wish them. This plan has been found entirely satisfactory in meeting the needs of veterans and will be continued.

#### No Basic Curricular Changes

Similarly, no changes have been made in basic curriculum planning and structure. Changes which have been made have been almost entirely in procedure, organization and administration, as these pertain directly to providing veterans with every possible opportunity to enroll as soon as possible after their separation from the armed forces in those courses and studies which they need and to proceed as rapidly as is consistent with their ability, military experience and previous training.

These men and women, who are returning to our schools after years of hardship, suffering and danger in protecting our country, deserve and shall receive every opportunity and service which we can provide for them. Our debt to them is great but we find that they, who have given so much, now demand but little. Veterans, who have been fighting on a thousand far-flung frontiers of freedom, are anxious to take their places again in civilian life, to make up for lost time in their occupational training and to establish themselves as worthy citizens of this great nation which they have so zealously fought to preserve.

## Watch Your Voice

**EARL H. HANSON**

Superintendent, Rock Island, Ill.

**P**EOPLE'S voices help make us glad or sad, gay or grouchy, poised or nervous. Think of the cheer leader's shrieking, the shrew's shrilling, the undertaker's purring and the hypocrite's mouthing.

While we are all aware of the effect voices have upon us, nevertheless, the voice impact of others is so constant that we may not recognize a particular voice consciously as a cause of disturbance. We become irritated and nervous under the jangling influence of another person's irritated, nervous voice but we usually fail to recognize and assign the cause of our feeling to the appropriate source. We may just become angry without knowing why.

Following are a few suggestions for your own voice control:

1. Every person has a sort of emotional rhythm. When you are "low," your voice reflects that condition to some degree. You can then do two things: you can be on guard and make an effort to relax; you can assign written work, have a class period or two of reading books or initiate any activity which reduces the amount of your own voice use.

2. Set a mental alarm clock to interrupt yourself about half way through a class period to listen to your own voice; observe its reaction on the pupils; really know that your classroom tones are as good as the

tones you use in your conversation.

3. Since even your best friends won't tell you if you have a few undesirable characteristics, check the following for clues:

Are your pupils usually busy, friendly, relaxed, easily controlled? If so, your voice is O.K., so think nothing further of it; just watch out for the days you feel as if you'd like to shake somebody.

Do children ranging in age from 2 to 6 shy away when you speak or do they detect kindness and sympathy in your tones and come to you? If they come, you probably have a lovely voice.

4. If you are not quite satisfied with the results of the foregoing tests, have a recording made and listen to yourself. It goes without saying that if you do this you must be sure that the recording isn't dressed up for the occasion. Remember that it isn't something to be used on the radio, but only by yourself in your efforts to gain pleasing tones. Perhaps you can't really judge yourself even then. If so:

5. Consult a good speech specialist. He may tell you that your voice effects are really pleasing. If not, he can suggest remedial exercises.

6. Don't become so self conscious about the matter that you develop one of those artificially pretty, booming, false or hearty voices.



# Care and Feeding of Embryo Educators

WENDALL W. HANER

Teacher of Mathematics and Social  
Science, St. Joseph High School  
St. Joseph, Mich.

Dean A. Prentiss Krammer  
Production Manager  
Grayday Teachers' College  
Tuition Heights, P. D.

Dear Dean Krammer:

You haven't heard from me since that time in my sophomore year when I played hooky and won—a special call to your office. That was just two days after Prof. Pythagoras O'Rourke of the language department absent-mindedly wandered into our math class at the beginning of the hour, assigned us 60 pages of Greek, and exclaimed, "Let that be a lesson to you!"

## We Went Out Into a Waiting World

After your wise counsel in that memorable crisis, I rejoined my classmates and completed my college course. How proud we were at our graduation, about to step out into an eagerly waiting world and begin the molding of young minds! (Some are very moldy now!) We listened with carefully rapt expressions as the commencement speaker unwrapped his pearls of wisdom. And all of us, like the man on his first subway ride, felt deeply moved.

But a lot of chalk has slid over the blackboard since that long past

occasion. During the intervening years we have pondered many things and listened assiduously to the voice of the academic underground via the garrulous, green grapevine. And now it seems to us here in retrospect—and in this Home for Fired and Retired Pedagogues—that you were working on the wholly erroneous theory that a teacher is *one person*. This I shall attempt to disprove.

In this age of specialists, teachers are still compelled to be hydra-headed hybrids, mongrel monstrosities in the range of their activities. Humanly impossible schedules bring times of trial when teachers find it necessary to subdivide and become several personalities. Let me illustrate.

In addition to routine instructing, any modern teacher must be an *actor*. His stage presence and poise have to be perfect to enable him to endure being stared at by 30 or 40 youngsters hour after hour and yet remain seemingly sane. Moreover, his act must be really good for he has to capture and hold attention and interest in competition with the best teen-age mimics, pantomime experts and sleight-of-hand performers in the business.

Is your college preparing its hopefuls for this important teaching function? Campus dramatic activities help but they are silly, meaningless posturings compared with the action demanded in the classroom. Why not take teaching candidates to the zoo and have them stand for hours, individually and alone, before a cage of monkeys and laughing hyenas and become conditioned to future environmental situations?

Second, a teacher has to be an *artist*. He will need to give blackboard chalk talks illustrating everything from sentence structures in English to beetles in biology. Sketching ability is a *must*. One can never join the better circles in geometry without well rounded art experience. Music teachers must be artists of note and keep their lines carefully drawn, lest their pupils chirp when they should beep. A geography teacher is miserable if she can't sketch the face of a continent and have her pupils keep their faces straight.

Experience as a *statistician and record clerk* is indispensable. Schools have more things cataloged than a mail order company and more files than a hardware warehouse. The

poor instructor spends days on end (his dorsal) just doing "records," to say nothing of acting as secretary for countless meetings and wasting hours on minutes. He must be expert in averages, percentiles and coefficients of correlation but must disregard his coefficient of collapse.

You should prepare the unsuspecting, future drudge for these prosaic labors. You might set up a conditioning chamber where the subject could be surrounded with files, card indexes and correlation charts. Paper the walls with child accounting forms. Play soothing or inspiring music on records, interrupted at intervals by loud, screaming bells.

Then saturate the atmosphere with a blend of fragrance of forsythia and essence of chalk dust and let the teaching aspirant get the "feel of the future." As a special touch, dismiss his most boring classes in education by broadcasting the tender tone and slow, soothing rhythm of a filing cabinet rolling open!

## Learn to Bellow as Well as Coo

Have every graduate become an *expert in public speaking*. He will be called on to bellow like a bull at smarties or "slower pupils," home-conditioned to move for nothing less than an earthquake. And the next instant he may need to coo inspiration and quiet confidence into the sensitive ear of a cringing creature paralyzed by the "bellow fellow."

Design the speaking courses with great care. The voice pianissimo could be produced at first by tightening a tourniquet about the neophyte's neck until only a faint whisper is audible. The opposite end of the range, the 40 mile fortissimo, might be psychologically induced by throwing the trainee, tightly bound, into a lake where he would be rescued only if he could attract the attention of two deaf men in a rowboat half a mile away. If successful here, he could not be "drowned out" in any teaching situation.

And what teacher is not expected to be a *model*? He must pose as a combined encyclopedia, paragon and fashion plate. In many communities, skill in instantly assuming the P.T.A. peacock pose is a prime requisite. Inform your students that there are numerous regions where "P.T.A." stands for Pedagogue's Torture Arena or even Poison, Tears and Agony. Teach them also that



all this calls for a foolish but firm false front. Have your professors of psychology, dramatics and camouflage write for the students one of those booklets designed to help occupation troops understand the natives and title it "How to Be a Hypocrite and Hide It."

The modern instructor must be a skillful *dancer*. The first step to be mastered is the pedagogue's glide, used every day for waltzing up behind misbehaving pupils or catching little culprits redhanded in their cribs. Another is the fence-straddle fandango, employed in balancing one side against the other and keeping one's job. All must know the mincing minuet, which is the proper step for circling warily up to greet par-

ents, while wearing a so-glad-to-see-you smile, with skewed edges. Perhaps the most important is the St. Vitus stagger, an erratic, uncertain gallop used constantly in trying to keep pace with the school schedule.

And there is that distasteful rôle, the *policeman*. To take just one instance, did you ever have the study hall "beat"? No badge, no club, no whistle—just your hypnotic eye, belligerent scowl and threatening voice (if it didn't shake with fright) with which to cow the mob. By all means, give your teaching hopefuls riot experience. They might begin by shouting orders during violent thunderstorms, graduate to labor strike riots and top it all off by making Democratic speeches in rock-ribbed

Republican strongholds. There are many other teacher personalities but perhaps I have proved my point.

But now there comes a great danger! Teaching the budding educator to subdivide into these several selves is difficult enough, but beware of putting him together again too hastily! The great problem of integrating the monstrous mosaic should be given careful consideration while the neophyte is under the watchful eye of Grayday rather than later when he is under the emotional strain of instructing grade 8 or 11.

Just imagine a bewildered fledgling suddenly crossing his record clerk personality with his public speaker self and announcing assorted I. Q.'s in stentorian tones! Or, if his dancing self were arrested in the middle of a mental pirouette by his policeman personality, he might use the belligerent scowl and threatening voice with the fence-straddle fandango and lose his job. The artistic ego might suddenly color his policing activities a soft scarlet, giving him an urge to "decorate" while disciplining and leading him to use a window stick to tattoo a beautiful, biological beetle on some offender's alleged thinker!

#### Have Psychiatrists Ready

At this stage of the psychological synthesis, one should take full precautions. Have a good staff of psychiatrists ready to handle strange symptoms, such as psychoneuroses, faltering illusions, classroom claustrophobia, tutor tantrums, pedagogical paranoia, chattering chills and wiggling willies in the presence of children and foaming fits at the sight of textbooks. Yes, this is the critical point, where the individual either splits into his several selves or re-assembles the pieces to become an integrated instructor. Watch him well, lest this be where he escapes into his Dr. Jekylls and hides!

Now let me suggest that your college adopt the teacher training slogan of "E Pluribus Unum," one teacher from many personalities, and plan its program accordingly. Then the future teacher will be better prepared for his checkered career and the public will better understand that amazing amalgam, pluribus pedagogue.

Yours, from the far end of the chalk dust trail,

*Ichabod Birchwielder*

## Slow Learners Need Special Help

PHYLL J. SHANE

Alessandro Junior High School  
San Bernardino, Calif.

THE essential learning objectives for the mentally handicapped are not basically different from those for normal children. Meeting the particular needs and limitations of the slow learner calls for adaptations of teaching methods and materials.

The child who attends school daily only to meet failure might far better remain illiterate if, by so doing, he could escape a conviction of inferiority so often instilled in him by his teacher. No child, particularly the slow learner, should be asked to accomplish something of which he is not capable and then be penalized for failure. Our teaching should emphasize the building of personalities rather than the acquisition of competitive skills. Then, perhaps, some of our delinquents could be developed into useful citizens.

There is usually a higher percentage of physical defects and speech impediments in mentally retarded children than in normal children. Lack of motor control may cause them to be clumsy or to walk with a shuffling gait. These are defects which we must consider in our attitude toward such children.

Placing children who fail to learn in the front of the room; recom-

mending removal of tonsils and adenoids; administering visual and auditory tests, and giving special help may still fail to keep them working with the other pupils, for the reason that the curriculum is too difficult.

As teachers, we should ask ourselves, "How can I best help these boys and girls become acceptable, useful members of society?" We must fully realize that mentally handicapped children live in the immediate present; they do not comprehend the past or predict the future; their limits of learning are lower than, although their goals are the same as, those of other children. Each child is unique in his needs.

In teaching the mentally handicapped, we must look into the future and focus our efforts on helping them prepare for and adjust to the demands of society. Essential, useful habits must be developed so that each child may become an acceptable, self supporting citizen.

We must eliminate thoughts of pity for these children. To ignore, sympathize with or mark them as "different" would make our educational job hopeless. We must remember that mentally handicapped children are more like than unlike normal children.

# RELEASED TIME Leaves Some Pupils Idle

## *What shall we do with them?*

ROGER M. WOODBURY

District Principal, Haverhill, Mass.

TO HAVE religious education classes or not to have them is still a moot question, with authoritative protagonists lined up on both sides of the fence and no conclusions yet reached. The fact remains that religious education programs are being carried on in many localities under many different set-ups.

In our community as in others, pupils with the sanction of their parents are being released from school to attend classes of religious education in various churches. However, there are many pupils whose parents have not seen fit to grant this permission and our immediate concern is what to do with these children. How shall their time be spent?

To find the most satisfactory answer to this question from the standpoint of fairness to those attending the religious education classes and of the most effective utilization of the time of the remaining pupils, a committee of principals, supervisors and teachers was delegated to study the entire picture and recommend a policy for the whole system.

To acquaint themselves with the situation and to gain an insight into the policies and practices of other systems having similar programs, the committee read widely on the subject, held discussions within the group and with representatives of the Council of Churches, the sponsoring group, and conducted a brief survey of other systems having such a program, to determine their policies.

The findings of the survey, conducted by the familiar questionnaire method, proved both enlightening and disappointing. They indicated, first, that, although in some localities the religious education program has been in operation for a number of years, it is still in the pioneer stage. Also, although elaborate plans and arrangements have been made for the religious classes, the time of those not participating has been

largely neglected with little planning being done or consideration given to its utilization, especially from the standpoint of meeting the children's educational needs.

There were, of course, exceptions but for the most part the time of these pupils was devoted to such practices as extra play periods, extended gymnasium periods, study periods, free reading periods, remedial periods, character training periods, safety education periods. Many justifications for such periods were given but, evaluated in terms of meeting pupil needs, there was little real evidence of their effectiveness.

In many instances the time for the religious education classes was simply taken out of the school schedule without any provision or planning for it in the program. In our own system the schedules of many schools throughout the city were interrupted at various times from Monday morning at 8:45 to Friday afternoon at 3:15. Our teachers had been attempting to fill the time for the remaining groups in two different ways and without adequate plans or materials. First, they tried to "teach character" and, second, to provide "remedial work."

The committee recognized the unfairness of devoting this time to giving instruction in new material to only a part of the class. It also soon realized the inadvisability of providing remedial work when parents started withdrawing their children from the religious education classes so that they would not "miss the remedial work."

The committee also recognized the futility of attempting to "teach character by edict," believing that character development is guided effectively through a continuous process, by utilizing many opportunities provided in every class, on the playground and in many other ways.

Our committee activities are still in progress. We realize that our find-

ings are far from complete and that our recommendations are not final. However, as a working basis to assist in contributing to uniformity of practice throughout the system and to aid in more effectively utilizing the time of the children who are not released from classes to receive religious instruction, we have made the following recommendations of policy.

1. That the school, being concerned with the whole child in all his phases of growth, should cooperate with any agency that contributes to this growth.

2. That, having the policy of permitting pupils to leave school to attend classes in religious education, definite, uniform provisions should be made in the program for this released time, which should not be taken out of whatever class period it happens to conflict with.

3. That the time of the remaining pupils be devoted to a reading period which will provide enrichment and contribute to character development.

4. That proper and adequate materials be provided these classes, with suggestions for planning, motivation, teaching technics (discussions, dramatizations) and follow up. (The committee is at present engaged in a study of appropriate books and materials from which a selection will be made.)

5. Recognizing the difficulty of attempting an evaluation of such a program, the committee, nevertheless, recommends that, at the conclusion of the school year, the teachers of these classes meet with the committee for the purpose of discussing the program and determining what justification there is for continuing it.

Such has been the undertaking of our committee on religious education which will continue to be alert to better ways of utilizing the time of the pupils not attending the classes of religious education.

# Japanese Schools Today

**I**N CONSIDERING the peculiarities of Japan's educational system prior to the Occupation, from the elementary school up to the universities, we find that all the schools were based on one vital didactic principle. This was expressed by the phrase, "In accordance with the Imperial Way."

It was considered unquestionably that "the aim of education should be identical with the aim of national policy." With that ultranationalistic core, begun in Emperor Meiji's reign and steadily nurtured in succeeding generations, it is understandable how the nation could have been so well disciplined for war. In addition, the martial arts occupied an important place in the physical training course for both sexes.

Nearly two decades ago the position of education minister was considered a third rate cabinet assignment. But as the military class gained strength and realized the importance of the country's education, the education ministry rose in rank to a first class cabinet post.

## Prussian Technic Introduced

It was not until the restoration period in Japanese history, under the modernist Emperor Meiji, that education was remodeled (1872) and made compulsory for all children regardless of social class. The general organization of western style education with its elementary and secondary school was imitated, but the martial-minded Prussian technic of education was introduced and endorsed by the government.

The elementary school in Japan is divided into two parts: the junior, or ordinary, course extending over six years, and the senior, or higher, course of two years to which graduates of the ordinary course may be admitted. Elementary education begins at age 6 and is compulsory; education is free for the full eight year course for boys and girls. Until 1941 only the first six years were compulsory. Although the other two years have been added by law, they have not been enforced by authorities. Secondary education is noncoedu-

## ALBERT R. BRINKMAN

East Orange High School, East Orange, N. J.

cational with two separate tuition fee schools, the middle school for boys and the high school for girls. The secondary school covers a period of five years customarily beginning with the successful completion of the junior course in the elementary school. There is no essential difference between the curriculums of the two schools: "the lessons are more advanced and are fuller in detail."

these schools were designed to give youths an opportunity to continue their education beyond the elementary school while gainfully employed. They gave four years of additional schooling on a seven year part time basis. These schools remain but their curriculum has been revised.

Abolished last December was a state-propagandized brand of Shintoism, the native cult of Japan which



Little girls learn etiquette in the school's "laboratory of manners."

There are vocational and technical schools on both school levels to provide occupational training in industrial and trade subjects. The curriculum for the middle school and the high school is basically the same. However, the scholastic standards of the girls' schools are lower. A special feature of the girls' high school is a required course in traditional etiquette, including the tea ceremony and flower arrangement.

Potent vehicles for disseminating prewar ultranationalism were the Youth Schools. Organized in 1935,

originated in the third century and which comprises 13 sects other than the official cult. It was coordinated with the government supervised school system in an effort to produce individuals who would fit well into the Japanese empire. Such trends in molding the thinking of the people bred a docility toward regimentation which enabled the government to act freely in matters of national interest.

Capitalizing upon individual sensitivity to ridicule, which was taught to all children as a brake for unconventional tendencies, the military



leaders were able to instill within the common man a fierce national pride. This closely followed the concepts of the official cult adopted in 1875 as the state religion to "stabilize" Japan and to protect it from foreign ideology.

Although religious teaching in the schools was abolished in 1899, state Shintoism, with its militaristic jingo, was made compulsory in 1911 and attendance at school shrines was required of all children.

The normal schools for training elementary school teachers were another source for the spread of selected doctrine. Since these graduates were to teach pupils in the compulsory elementary schools, they had to be inflamed with government policy in order to teach the militaristic scheme. One of the first directives pertain-

and the secondary schools was roughly divided into four courses, each consisting of several subjects: the national, science-arithmetic, physical training and arts courses.

The national course, emphasizing Japanese geography, history and morals, which helped most to mold the minds of the Japanese school children to the pattern desired by the military leaders, was suspended at the beginning of the year.

The courses were suspended because they were so inextricably interwoven with state Shintoism as well as the militaristic and ultranationalistic propaganda.

Meanwhile the education ministry has been ordered to prepare substitute programs stressing fundamental social, economic and political truths, relating them to the world and life

In the revision of history textbooks, the mythological age, hitherto regarded as so important, will be deleted. In rewriting the modern history period, the aggressive actions of Japan after the Meiji restoration, which were previously rationalized, will be fundamentally revised. The new textbooks will stress the nation's aggressions beginning with the Manchurian Incident in 1931 and coming up to the present state of the defeated nation.

Shortly after the Occupation began, martial arts and other forms of physical training connected with the "code of warriors" were outlawed from the schools. Another change in the schools, although unrelated to militarism, will be the adoption in elementary and secondary school texts of the metric system of weights and measures.

#### Pupils to Learn by Rote

The five and a half day school week is well occupied by this subject-laden curriculum. With such a full program there is little opportunity or desire to take the limited number of electives (most frequently a language subject) offered and many times required. It appears to be the rule rather than the exception that pupils are to learn by rote recitation of factual material. Practical application of theory is not always done in the teaching process where it would be of advantage to the pupil.

It will take some time for the separation of the liberal arts and the martial arts, traditionally considered as one, to take effect. Meaningless theory and subject matter heavy with impracticality designed to make "lovers of literature" and "connoisseurs of art" of Japanese youths will have to be supplanted by consistent application of practical liberal minded education.

Japan must make every effort to shed as soon as possible the many narrow and academic views it retains on education. The framework of its school system can remain the same but the implementation of its basic policy must undergo a reorientation consistent with more democratic ideals and principles.

The sooner Japan's schoolmen can appreciate and adjust to these imposed changes, the quicker will the children, who are the future guiding force of the nation, help Japan regain its status in the society of nations.



Girls learned to use the halberd in martial arts training in 1942.

ing to education that was issued by Allied Headquarters calls for an immediate dismissal of all ultranationalistic and militaristic instructors from the schools. Simultaneously, headquarters ordered temporary exclusion from the teaching staff of those who, formerly connected with schools, had been demobilized from military service. This exclusion was to remain in effect until the instructors were found suitable for resuming their duties. These orders affected 400,000 teachers, 39,000 schools. The curriculum of the elementary

of the pupils. Wherever possible, the classroom open discussion method will be used. Also the ministry will submit to S.C.A.P. plans for writing new textbooks on these subjects.

Some new books of temporary nature were ready for the spring term of the 1946 school year, beginning in April. Heretofore the education ministry maintained a state monopoly on the preparation and distribution of textbooks. While that condition still exists, the ministry's policies have been liberalized and are under S.C.A.P. supervision.

# Train Board Members to LEAD

**NORMAN E. WATSON**

Superintendent, Northbrook, Ill.

ONE of the most important factors in obtaining better school support is the maintenance of well educated school boards. By well educated, I mean educated in the problems of the schools. I recently made a nationwide study of the ways and means by which the schools are interpreted to board members. I found there was much more desire on the part of board members to receive this information than there was a tendency or plan on the part of the school people for transmitting that knowledge.

Such studies have uniformly shown school boards to be sincere, earnest, hard working groups. Members are, as a rule, thoroughly democratic, having been elected by the people, and usually are trying hard to understand the schools and interpret them to the voters. In communities where such groups as school boards have become sufficiently interested in the schools to organize and work for them they have become powerful and have brought about excellent reforms.

## These Types Are Extremes

School people, teachers and administrators can do much more than they are now doing to keep these representatives of the people informed. It is true that there are occasional situations in which board members usurp the authority of the administration and attempt to run the schools. It is just as true that there are situations in which the administration expects the school board to sit through the board meeting, hear the recommendations of the super-

intendent, vote "yes" on all of them, pay the bills and adjourn. Both types of boards are extremes. They do not represent the average.

It is true that the board is a policy forming group and the superintendent is its executive officer. This condition must exist or trouble develops. If the superintendent is intelligent, however, he will thoroughly inform board members prior to a discussion of policy. No board member likes to become a servant of the schools and attend meetings through an entire term before he finds out "what this is all about" and yet dozens of board members have told me that this is what they have done.

## Board Wants to Be Informed

Some administrators are lax in this respect or fear some fancied resentment on the part of board members. The average board member will appreciate receiving the proper interpretation of the school problems and will be proud of the fact that the superintendent is "on his toes."

There are many methods, ways and means of educating board members. Some are efficient; others will not work at all. The administrator must be keenly aware of those procedures which seem to fit his needs in a particular community. If a plan does not work, it should be changed.

Do not wait for the need. One superintendent told me: "Yes, this is all a good idea. I've always meant to have a definite program, such as you suggest, but I've never managed to get around to it." He had been superintendent of schools in his city for more than thirty years.

Do not wait until there is need for a new site, a new building, a rise in tax rates or a change in services. Do not suddenly unload a new salary schedule. It may take years of real training and education to prepare board members to be leaders in the fight. They are your best boosters. They can do much more to counteract ignorance and antagonism than can the school people themselves.

What are some of the ways in which this work can be done? One of the first steps is the conference of the superintendent with the new board member. This may be necessary or it may be rather unnecessary, depending upon the board member's experience. An informal chat, a dinner or a game of golf may cause both to become better acquainted.

The board member has many questions to ask. He needs to be informed. He may need to have misinformation corrected. He may have much to offer the schools that you may not have known about. Be he banker, lawyer, merchant or farmer, his experience can be used to advance the cause of education. He is anxious to serve intelligently.

## Acquaint Members With Schools

Have one or several conferences with board members. Direct their attention to certain problems. Plan a time when they can visit the schools in action. Do not dress up for the visit. Let them see the bad as well as the good. If you have taken pictures, motion and still, of the schools in action, arrange for these to be shown. Show the board members where you have set up a school board bookshelf of materials which pertain to school board problems. Do not be disappointed if your circulation is not heavy.

Interest your board members in their local, county and state association meetings. They are usually afraid to spend a little money on themselves. Sell them their own organizations. Many county and state school board associations are developing strong programs that are extremely valuable to board members.

Accent the need for board members, as representatives of the schools, to attend other community meetings. From the moment they enter the service of the schools, help them to be the right kind of representatives. Before a board meeting prepare each member by sending him copies of all

materials to be discussed. Send board members a copy of the minutes of the last meeting, copies of the monthly report, financial report, lunchroom report, reports on athletics, music and school programs. Send them a copy of the agenda of the meeting. Help them to prepare for the meeting before it is held, not at the meeting, as is often done.

The superintendent should make careful reports to the board at all times. These should be in writing. Budgets, insurance, salary schedules, by-laws, school bulletins are topics which should be included.

If you live near a university or college sufficiently large to offer courses in education, interest its officials in sponsoring school board education in the form of clinics, short courses and institutes. Remember, however, that board members must earn a living and cannot devote their days and nights to education exclusively. Make it as easy as possible for them to give their services.

#### Let Board Members Meet Staff

See that your school people know their board members. Plan joint meetings of the board and staff. These may be strictly for business purposes or they may be social in nature. Do not announce a social evening of bridge and dinner and then slip in a plug for a new salary schedule. If the meeting is for the discussion of business, say so and do not make it a social affair. Do not jeopardize friendly relationships by trying to be "foxy." The board members are probably miles ahead of you.

Develop a policy book, which will include rules, regulations, by-laws and developing policies. These can be collected from minutes and be put in such form that board members can use them for reference and information. A policy book can be extremely valuable to the incoming board member who is groping for information.

Bulletins from the superintendent's office are often of such nature as to be valuable to board members. If they can be helpful, board members should have copies of them. If they are of a routine nature and cannot possibly be of interest to the board, then sending them out is a waste of time. Often, however, such publications can be of great value in this program of interpretation and education. Whose job is all this? It is the responsibility of the superintendent

of schools or his assistants to whom it may be assigned. Much of it must emanate from the superintendent. He has no more important task. Superintendents often ask, "How am I to find time for all of this? I am too busy with other matters. I haven't sufficient time now to get into as many classrooms as I should." This may be true but there is no more important task than that of preparing for a board meeting.

Only through intense and careful preparation of board members for their important work can the proper support for our schools be obtained. No trick programs or stunts will fool the public. It is only through a careful presentation of the facts that the public can be enlightened. Board members are the logical leaders in the school community to tell the story. The people who are paid to administer the schools, to teach the children, to clean and heat the buildings, to cook and serve lunches, to do the million various tasks in the schools are not the best salesmen.

After all, we may be considered to have a selfish motive. Antagonists of better school support can easily accuse us of having a selfish motive in ask-

ing for better school support. Perhaps we have! Perhaps we need to be selfish. Others, if properly informed, however, can do the job of presenting our cause better than we can. School boards are the logical instruments for this important task.

Inform your board members. Interpret to them the problems of the schools. Make use of their abilities and experiences. Enlist their support. Tell them the story that needs to be told. Make them the leaders. They may be in the minority or the majority but, whatever they are, they must be properly informed so that they can present the problems sincerely and intelligently wherever they go. Then see that they go to the right places.

We must obtain additional revenue if we are to acquire the results we desire. Some of this may come from local support but the local community cannot carry a much heavier load. The state must become a more potent factor in our support. We must enlist the help of every responsible person. School board members are our legally constituted school leaders. Let us so inform them that they will truly lead.

## Public Library a Tool for Adult Education

**CARL VITZ**

President, American Library Association

**E** DUCATION in a democracy must not stop with graduation from school. The American Library Association's adult education program is linked with the renewal of its fight for public libraries in all areas of the United States now without them.

Formal schooling only prepares the adult to learn. He can be taught to think logically and constructively and can be given the primary tools of education, such as reading, but it is his own responsibility to continue the learning process during his mature years.

One of the most effective tools of adult education is the public library. The American Library Association is urging all public libraries to adapt themselves immediately to individual needs, scrapping time-honored traditions, if necessary, in order to make

it easy for every American citizen to educate himself at his own pace, according to his own interests.

The major demand in libraries today is for books and materials on labor relations, personal and domestic adjustment, home building and furnishing, veterans' welfare, vocational education and foreign relations. The staple equipment of libraries—books and pamphlets—is to be supplemented by many new types of learning materials which have proved effective in military training: pictures, educational films and phonograph recordings. New types of training booklets are becoming available as a result of military and industrial experience.

There are signs that inexpensive, easily readable books for readers with limited formal education will soon be plentiful.



# Chalk Dust

## AUGUST AUBADE

*I would sing a song to August with its purple hues and gold; its dews of morning glory, its poppies aureoled; its royal asters nodding in the fitful summer breezes and its humble ragweed spreading assorted sniffs and sneezes.*

*I would sing to August bookmen as they flivver o'er the lea, bestowing sample volumes and much loquacity; those modern Johnnie Appleseeds, unheralded and unsung, suppliers of mild largess to the superintendent's young. For August is the honeymoon when bookmen "bill" and coo and not till some months later do their masters start to sue.*

*I would sing to August toilers who work from sun to sun, with rubbed down desks and scrubbed up floors and corridors redone; despoilers of love's messages, which no man should abolish, when ruthlessly, "A loves B," is killed with spit and polish. For August is the month of toil when workmen saw and hew that Education's castles may be furbished up anew.*

*The lesser poets sing of Maytime's buds and birds and bees. Or yodel to Commencement with its consanguinities. But let me sing to August, though I wouldn't overdo it, for August days are dog days—and the dogs are welcome to it.*

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## Evaluating Teachers

**F**OLLOWING a recent comment on this page concerning merit rating for teachers, 50 per cent of our correspondents have requested further elucidation. They ask how, when and why teachers should be rated.

The rating of teachers is somewhat of a personal matter like beating one's own wife. It usually starts trouble instead of ending it. In most communities, teacher rating is a strictly 50-50 proposition. For every teacher evaluated and terminated, one superintendent is likewise.

When we were younger and more impressionable, we and the board president used to rate teachers mostly on personal appearance. But when the scale was applied to us, being no Clark Gable except as to ears, we were found wanting.

To rate teachers, first get a rating scale. Any scale will do, although we personally recommend some of the more complicated ones. They look more scientific.

"Good teachers," says a high authority, "are never exactly alike and any notion that uniformity should be sought after is unrealistic." In other words, don't

attempt to rate a teacher in your own image or you are likely to find yourself commending the qualities of a fair-to-middling superintendent which isn't what she is.

After rating the teacher, make three copies of the findings. Give one copy to the teacher for her uplift, amusement, edification or irritation. File one copy so that a year hence you may review it and admire your own evidence of growth during the year. Place the third copy gently in the wastebasket as a reminder that there is nothing sacrosanct in any rating scale and that the only difference between a great piece of literature and a piece of wastepaper is the way the ink is bunched in the right places.

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## Proper Housing for Treasure

**"T**HE plans for the new school building are too elaborate," they say cautiously. "The material is too expensive," they say thriftily. "Would you build a marble palace?" they ask sarcastically. Well, why not build a marble palace? For that which we would hold and protect therein is the most precious possession of civilization.

Does a rich man hide his gold in a shack? Does a painter safeguard his treasures in a fire trap? Does a farmer keep his thoroughbreds in hovels? Or a merchant store his stock in rickety attics?

We who build a school build to guard and protect the promise of what is to be and the hope of what is to come. How much more soundly, then, must we build than the safest bank or the grandest library or the most imposing home.

Marble palace, indeed! Are the life, the growth, the health and the well-being of a free nation of such little moment that we would haggle over insensate stones or quibble with tenths of pennies?

Rather, let these "marble palaces," if such they be, crown every hill and bless every valley as the living expression of the pride and glory of free man in his future and his freedom.

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## You Said It, Profl

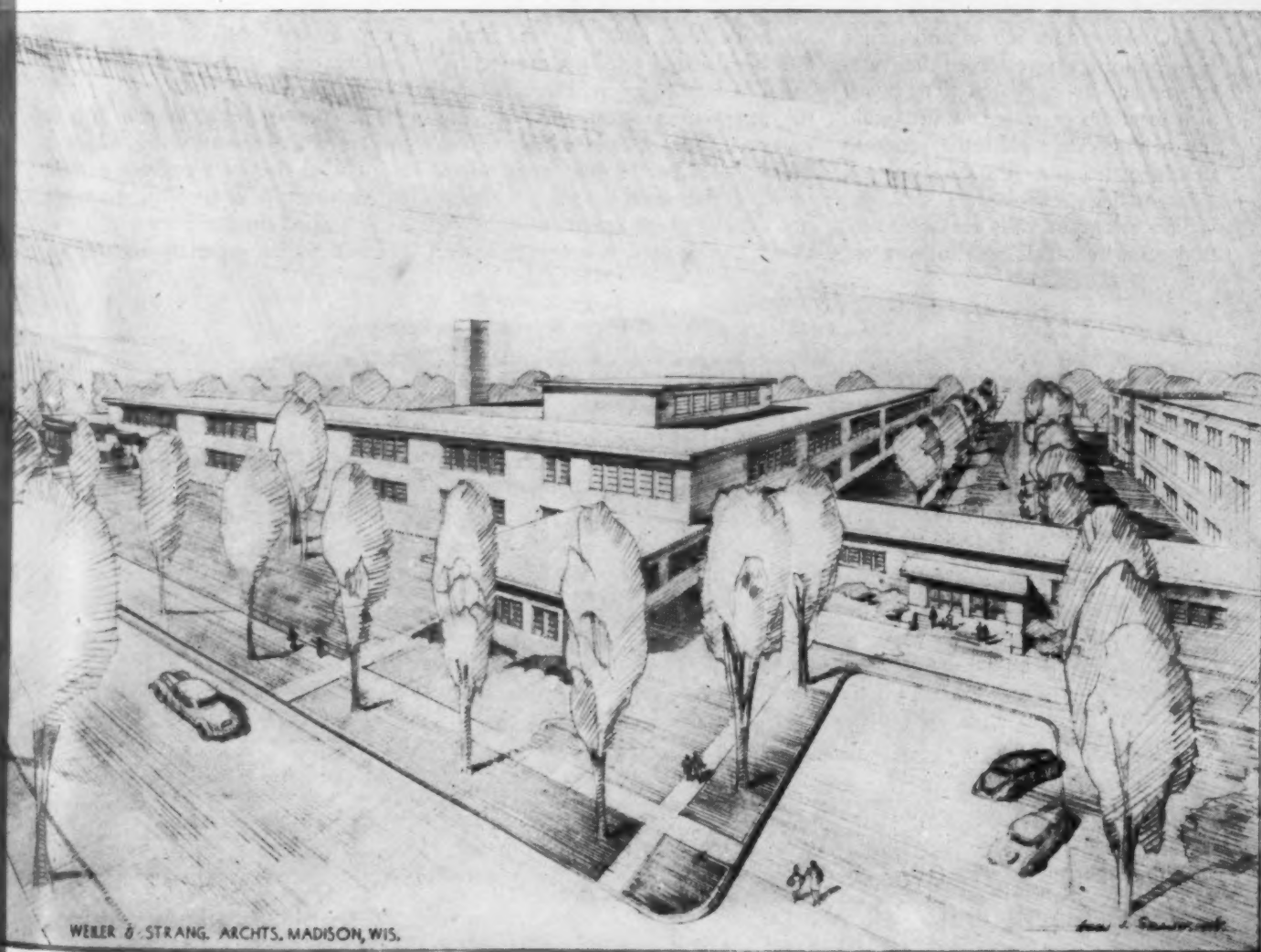
"Less than one third of the teachers in the state are normal; the others are college graduates."—From a state report on teacher education.

*Frederick J. Mott*

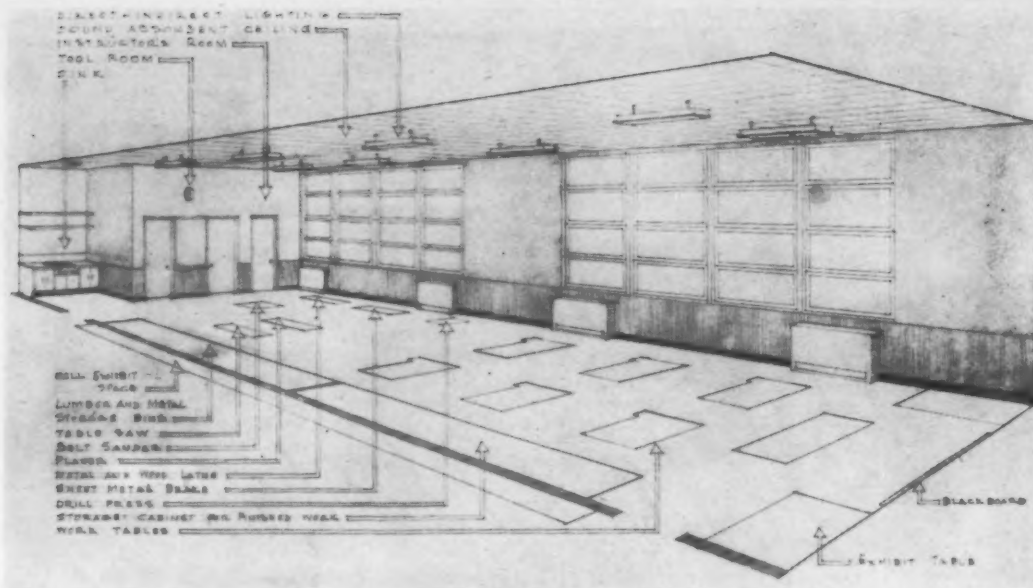
SCHOOLHOUSE

# Planning

Architects' drawing of the new school plant for Viroqua, Wis., which is the goal of a long range planning program of the school board. See story on page 34.



WEILER & STRANG, ARCHTS., MADISON, WIS.



Suggested manual training department layout for Viroqua High School, Viroqua, Wis.

## Blueprints for a Modern School Plant

**T**HE Viroqua school district has at present two grade schools, a junior high school, a boiler house and a playground which occupy an entire block across the street from the high school.

The elementary school and junior high buildings have served their usefulness and are outdated. The board of education, therefore, is undertaking a long range planning program designed to give Viroqua an efficient modern school plant.

This program calls for the eventual removal of all buildings except

the high school and the construction of a new building containing grade and junior high facilities, administrative offices, a gymnasium, a band room and a cafeteria.

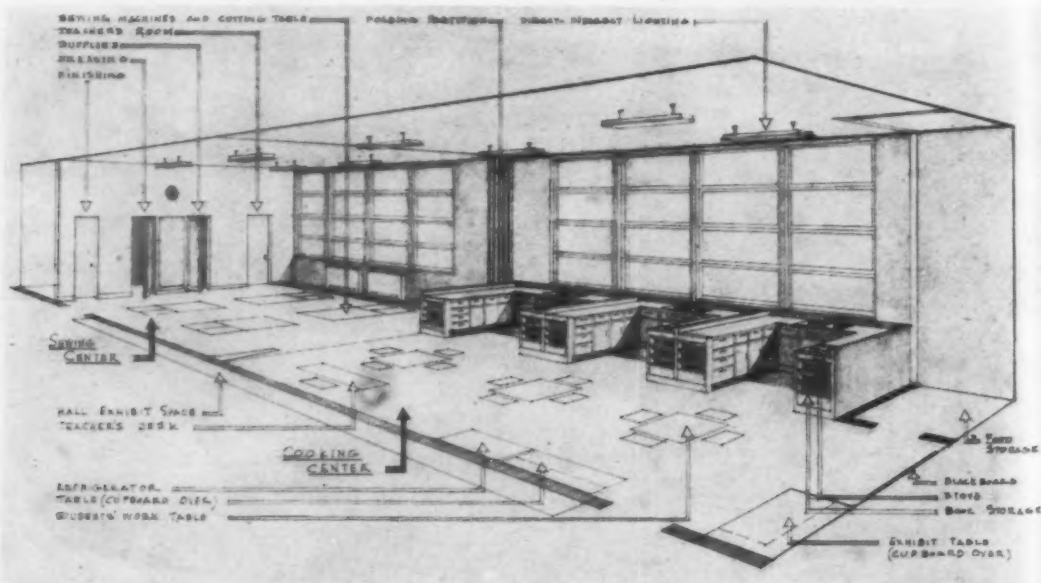
Because certain of these facilities are to be used jointly by the grade and high school pupils, a connecting corridor is planned which will cross the intervening street and join the new structure to the old high school building. Steps are now being taken to have the street vacated for this one block where traffic is light so that it can be used as a parking space.

### WEILER AND STRANG

Architects, Madison, Wis.

The plan of the new building is simple and straightforward. The grade school is contained in its own wing, at one end of which is the kindergarten with its separate entrance and playground.

The junior high school also is contained in its own wing which is at right angles to the grade school. At the juncture of the two wings are to be located the facilities which will be used in common by all the pu-

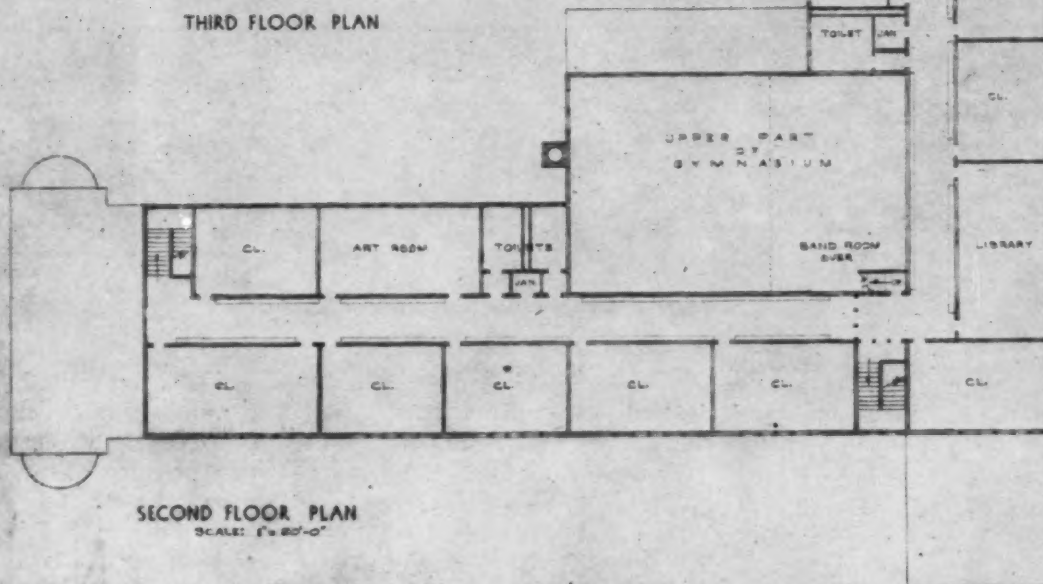


Suggested layout for the home economics department.



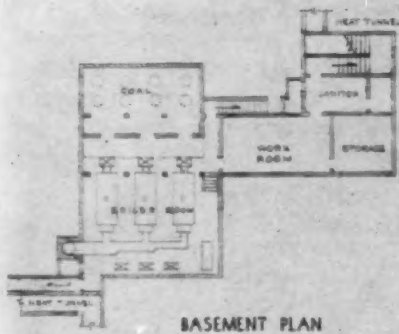


THIRD FLOOR PLAN

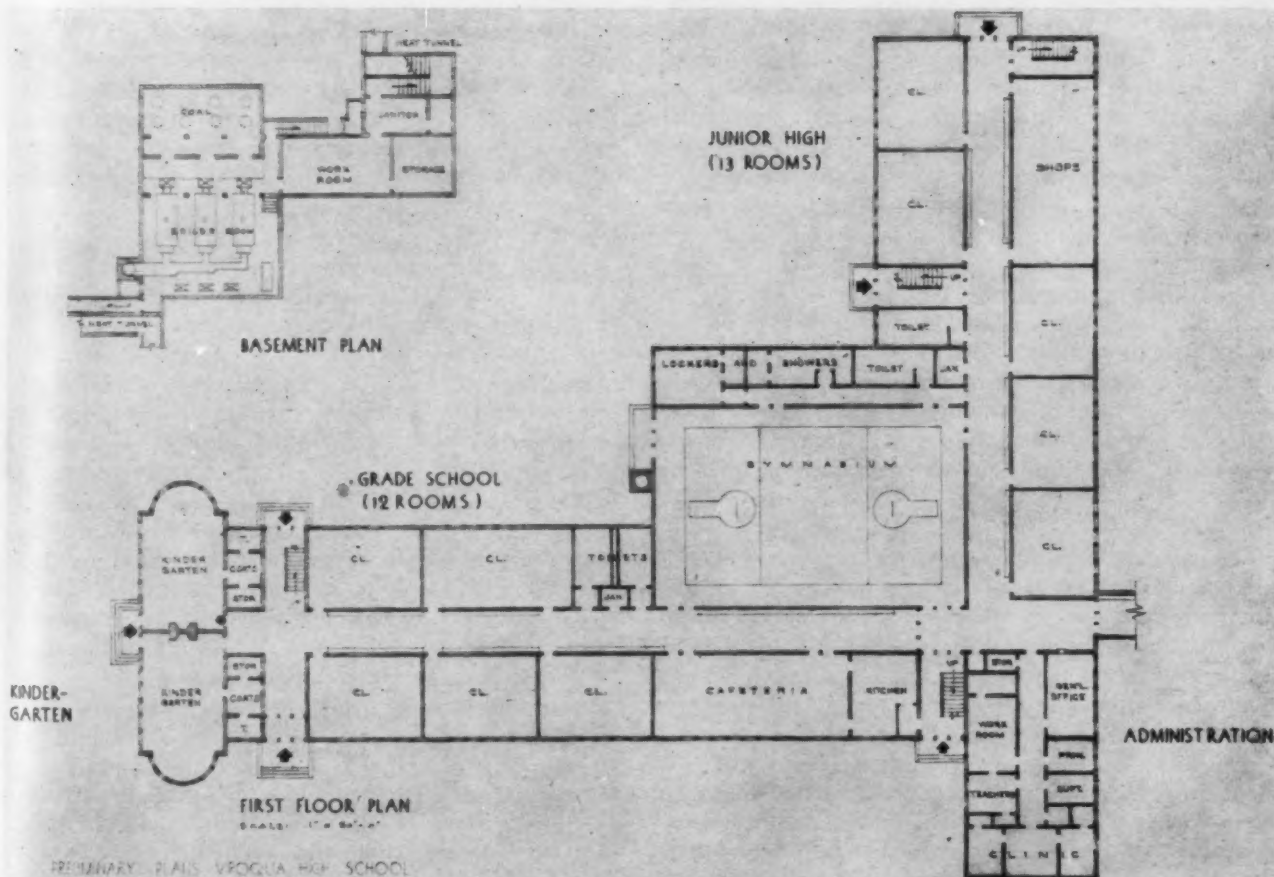


SECOND FLOOR PLAN  
SCALE: 1" = 20'-0"

PRELIMINARY PLANS VIROQUA HIGH SCHOOL  
VIROQUA, WISCONSIN

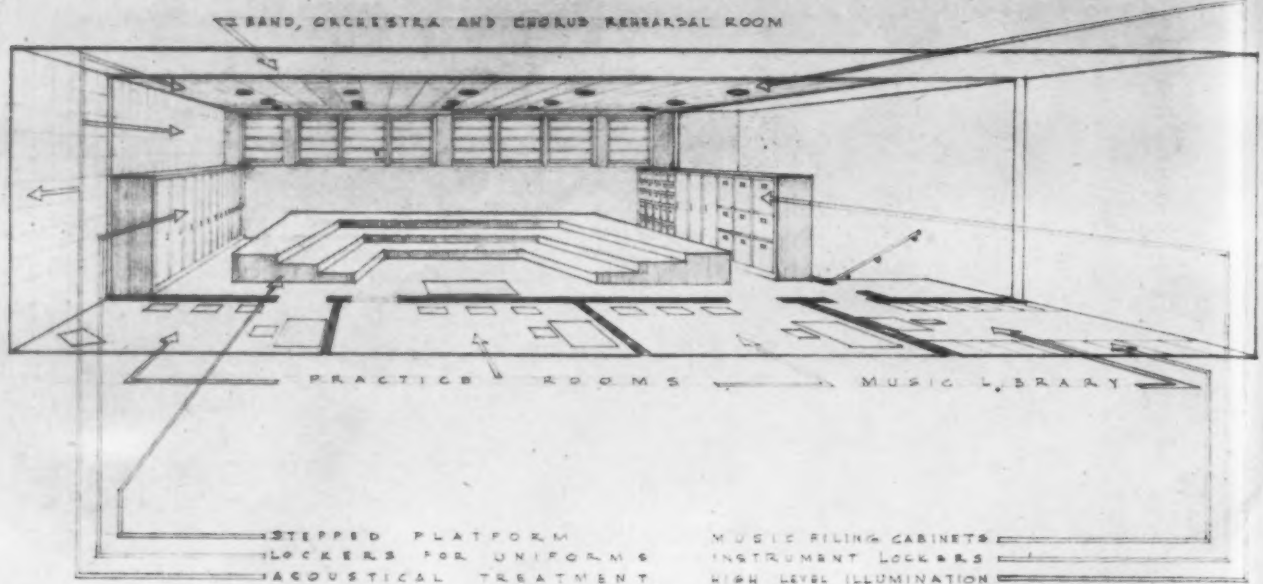


BASEMENT PLAN



FIRST FLOOR PLAN  
SCALE: 1" = 20'-0"

PRELIMINARY PLANS VIROQUA HIGH SCHOOL  
VIROQUA, WISCONSIN



Suggested school music department layout.

pils, namely, the gymnasium, cafeteria, band room, clinic and administrative offices. The high school corridor also is introduced at this point for easier access to these facilities.

Partitions between classrooms are to be non-load bearing and so constructed that if need dictates they can be shifted to create smaller rooms from larger ones, or vice versa, thus giving the space a maximum usefulness. It should be further noted that the building is so designed that it can be built in sections, one wing at a time and one floor at a time, and the corridor layout is such that extensions can be made to each wing.

The kindergarten will occupy rooms that are designed to aid the teachers in their instruction. Separate toilets, coat rooms and storage rooms are provided. The rooms have fireplaces and window bays which give them charm and informality.

#### Specialists Consulted

The special purpose rooms have been planned carefully in consultation with specialists in these fields. The music department is designed to satisfy the instrumental and vocal requirements efficiently. Located above the center of the building, it is reasonably accessible, yet well isolated from study and recitation rooms. Necessary sound isolation and acoustical treatment are provided. An ample rehearsal room having a

stepped platform is included, as well as separate practice rooms. There are also a music library and instrument and uniform lockers. Built-in ceiling lights, properly controlled, will provide high-level illumination for music stands without stand lighting.

Recognition has been given in the planning of the manual training department to the fact that equipment must be made to do double duty whenever possible. Tables, therefore, are adaptable to use as drafting stands and for use in woodworking or metalworking. A certain amount of power equipment is included for pupils of high school age.

#### Flexibility a Feature

The home economics department is designed for flexibility and ease of administration with a folding partition between the sewing and cooking centers to enable instruction to be carried on in one section simultaneously with practice in the other section.

Every effort has been made to provide a handy place for all the essentials of this department, with convenience and economy of motion in mind.

All construction materials and mechanical equipment have been given careful study. The heating of most of the rooms is to be by unit ventilators, automatically controlled in each room, except that supplementary radiant heating in the floor of

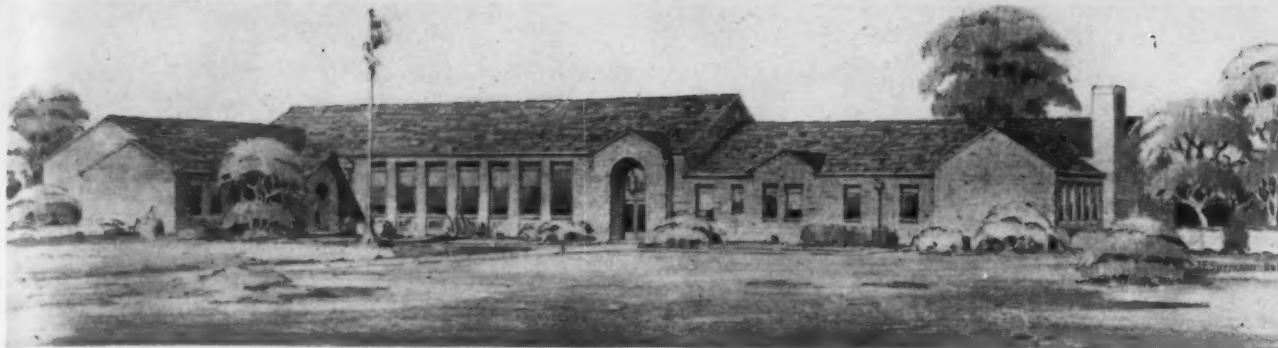
the kindergarten will assure comfort to the younger children. Lighting by either fluorescent or cold cathode lamps is to be provided with lights well shielded and distributed for balanced illumination.

#### Esthetics Considered

Interior finishes have been chosen for durability, texture and color. Corridors will have rubber tile floors with ceramic tile borders. Materials for bases, wainscots and stairs have been chosen with safety, interest and ease of maintenance in mind. Asphalt tile floors in the classrooms and lively, interesting colors on the walls and ceilings will provide inspiring surroundings for study. Proper acoustical treatment to control sound will add to the effectiveness of the design.

An effort has been made to have the exterior express the various functions of the building. Its horizontal lines, overhanging eaves and projecting bays are designed to give it an informal character which will help it fit into the residential neighborhood in which it is situated. The red brick walls will be chosen so as to harmonize with the brick of the present high school.

Inside and out, this school is designed to give the community the best that modern planning and construction technics offer in an educational institution, insofar as this is compatible with the resources of the district.



Architects' drawing of new elementary school at Grove City, Ohio.

## Suburban Elementary School of Distinction

**Architects: Walker, Norwick and Templin, Dayton, Ohio.**

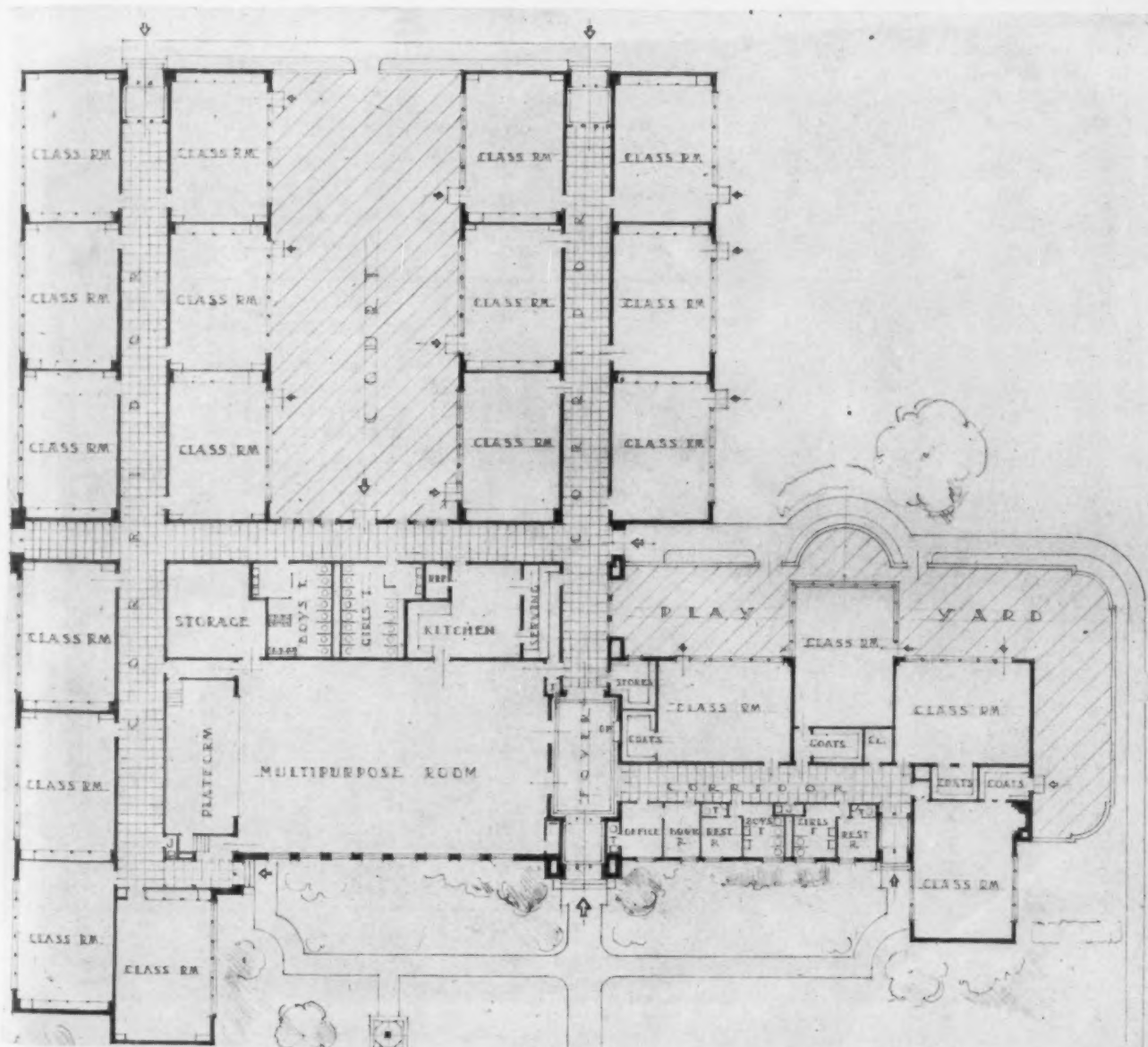
**County Superintendent: George C. Beery.**

**Local Superintendent: Orin Breckenridge.**

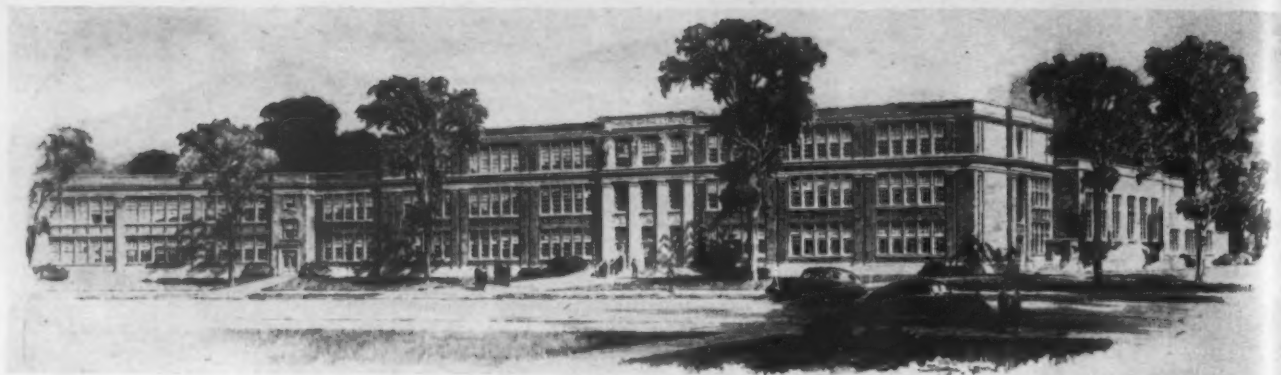
Grove City, Ohio, a suburb of Columbus, is to have a new elementary school which is to be located on a site adjoining the present high school and junior high school. The

exterior will be of light colorful brick with stone trim.

Containing 486,000 cubic feet, the new building will accommodate from 750 to 800 elementary pupils.







## Every Detail Carefully Thought Out

CHARLES T. HASSARD

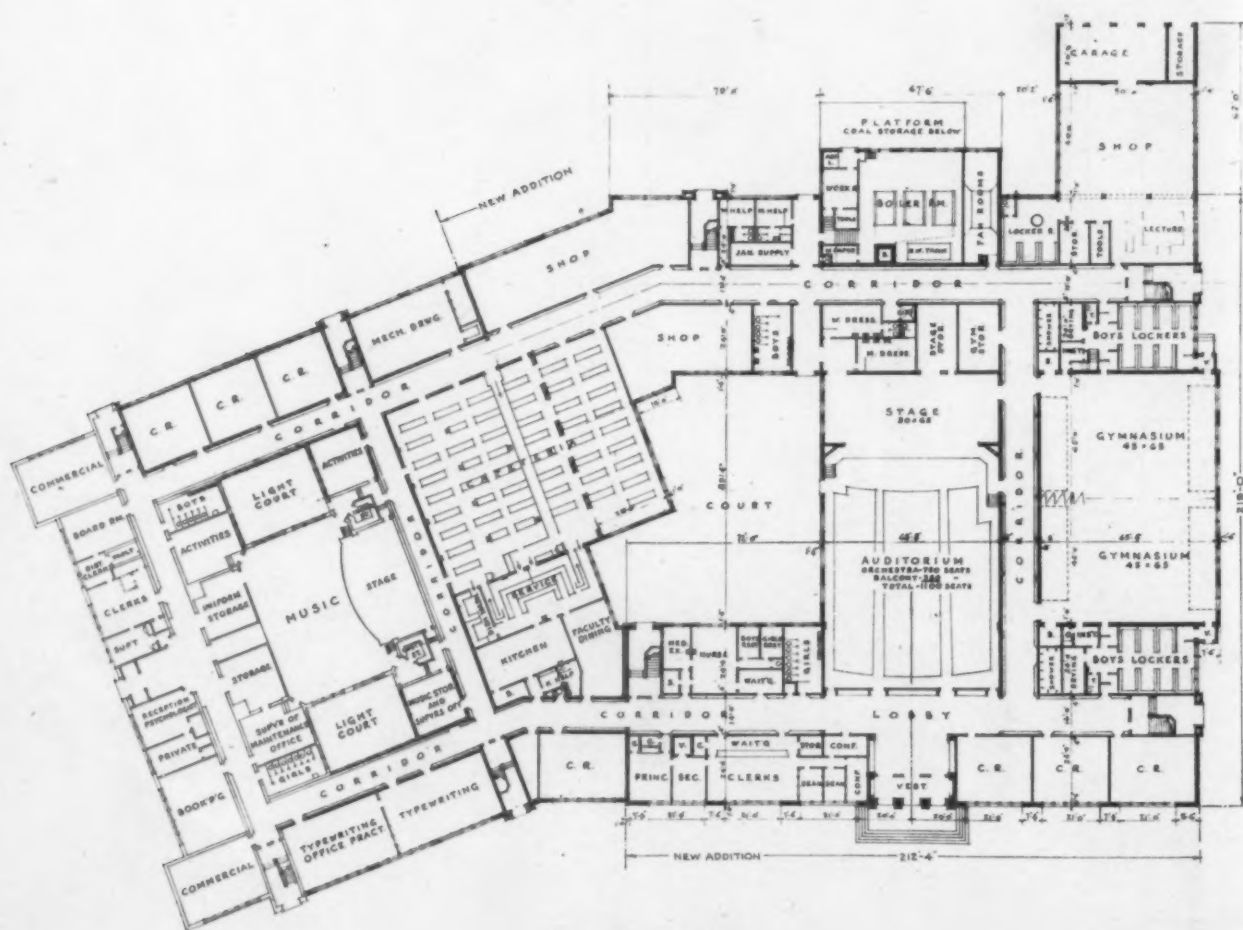
Supervising Principal, Township  
of Union Schools  
Union, Union County, New Jersey

THE new addition to the Union Township High School, to be completed at the earliest opportunity, will make possible the housing of 1800 pupils. The present building, which will become one wing of the completed structure, has facilities for 750 pupils so that the new part of the building will provide accommodations for more than 1000 pupils.

The addition is made necessary by the fact that the building is having to take care of more than 1300 pupils. This it does by operating on a double session schedule. The senior and junior classes attend from 7:50 a.m. to 12:20 p.m. and the freshmen

and sophomores from 12:50 p.m. to 5:20 p.m. The faculty is on three shifts. This method of operation has been in effect for the last eight years and is, of course, most unsatisfactory.

Before the war, the Union Township board of education was unable to remedy the high school housing situation because of the small borrowing capacity available. When the



borrowing capacity became large enough, through amortization and increased ratables, then the war interfered, just as abnormal conditions in the building industry are interfering with new construction today.

The proposal to build an addition to the Union High School was not reached without much study and thought. Considerable time and effort were given to the problem before the war but at that time the elementary housing problem was considered more vital than any other and, as a result, a new elementary school was erected and opened in September 1941.

#### Surveys Show Need

Three years ago the board of education began its own survey of the high school problem, with the members functioning as a special building committee. They discovered the need for an addition to the high school. The same conclusion was reached in a survey conducted by Dr. William E. Arnold of the University of Pennsylvania during the year 1945.

This decision was based on three main factors: (1) lack of borrowing capacity to meet the cost of a new school; (2) lack of a suitable central site for a new school, one which would not complicate the transportation problem; (3) lack of immediate use for the present high school building.

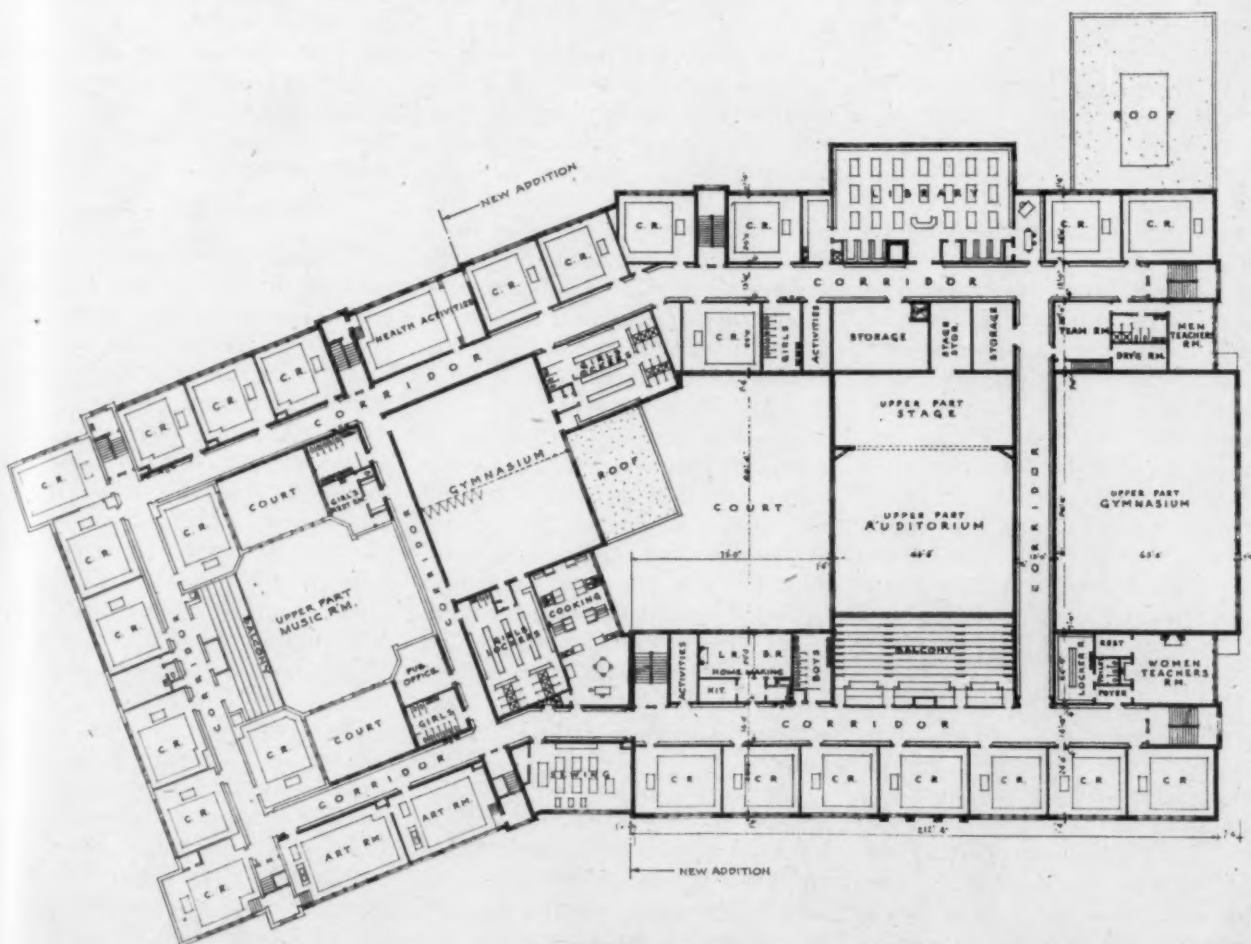
#### Expansion Foreseen

The high school is located at the corner of Morris and Caldwell avenues, Union, N. J., facing on Morris Avenue. The addition faces on Caldwell Avenue with the new main entrance located near the middle of the block. Expansion in this direction will take about half of the present athletic field, making it necessary to obtain additional athletic field facilities. The township owns property for this purpose approximately half a mile from the school and the indications are that this will be developed as a township memorial to those who gave their lives in World War II. The building will be Georgian in architecture and harmonize

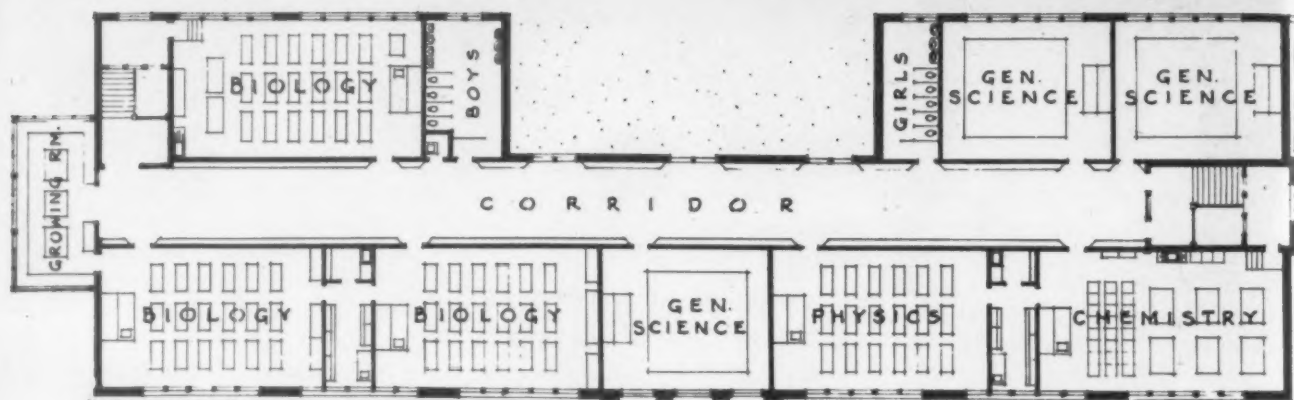
perfectly with the old structure, which was built in two sections, the first in 1925 and the second in 1928. Just as it is now impossible to tell these two original sections apart, so will it be almost impossible to distinguish between the old and new sections after the addition is completed. Probably one of the outstanding features of the school is that the architect, Fred A. Elsasser, planned the first and second sections of the building so that future additions would be possible, and the second addition, which is now being added nearly twenty years later, will be in perfect harmony with the original plan of the school plant.

#### Facilities in New Section

The new part of the building will contain an auditorium, seating approximately 1100; a divided gymnasium with seating facilities for approximately 1000; three shops; a domestic science room; new science rooms; a library; health rooms; teachers' rooms, and a complete suite of offices. The old auditorium will



Second floor plan.



Third floor plan.

be renovated for use as a drama and music room; the library will be used for visual education, and two of the science rooms will be utilized for art purposes. The commercial department will remain in the old building.

The new addition will be three floors high in the front of the building facing Caldwell Avenue. The third floor will be devoted entirely to the science department, containing the chemistry laboratory, physics laboratory, three biology and three general science laboratories. In addition to storage facilities for these laboratories, there will also be a solarium.

The library will be nearly square and will have ample seating and shelving facilities through use of alcoves. A large workroom and separate librarian's office adjoin the library on either side. Facilities for art and music will be ample for the first time in the history of the school. The present shop will be replaced by additional cafeteria facilities so that the complete cafeteria will seat nearly 900. There will be two serving counters which, together with the kitchen, are so designed that they can be shut off from the rest of the cafeteria except during the lunch periods. This will make possible the utilization of the cafeteria for study hall purposes.

#### Gymnasium Well Planned

The new gymnasium will be used by the boys' physical education classes and for interschool athletic games. The present gymnasium will be utilized for girls' physical education classes. The new part of the building will contain a locker room, replacing one of the present locker rooms which must be cut through by connecting corridors. Both gymna-

siums will be divisible by folding doors so that four gymnasium classes can be conducted simultaneously.

The stage of the new auditorium will be approximately 30 feet in depth and will be exceptionally well equipped for the presentation of dramatic productions. The interior treatment of the auditorium will be simple and the lighting indirect. Both auditorium and gymnasium will be in constant community use and have been planned with that purpose in mind.

#### Many Uses for Shops

The shops will provide facilities for woodworking, auto mechanics, machine shop, metal shop and general craft shop, including electricity. The need for all these facilities was shown in a separate vocational survey made by the New Jersey State Department of Education during the winter of 1945. The home economics department will consist of the two rooms in the old building now in use and a new room designed as a housekeeping apartment.

The office suite will include a general office with private offices for the high school principal and deans and two conference rooms for general faculty use. The existing offices will be utilized by the supervising principal and district clerk after considerable remodeling. The present high school office will be given to the school psychologist and be redesigned for testing and conference purposes.

The new building will contain teachers' rooms, one for men and one for women, each with ample locker and toilet facilities. The office now used by the school psychologist will be redesigned as a restroom for clerks and secretaries. There will

also be rooms for the township supervisors of art and music. The present teachers' room for men will be used by the school newspaper.

A large medical suite has been placed near the main entrance. It consists of a nurse's office, an examination room, a dental department, separate restrooms for boys and for girls, lavatory and storage room.

The new building will have wider corridors. Present corridors will be enlarged by the removal of some of the lockers, since the corridor space of the addition will be sufficient to care for most of the locker needs of the building. Corridor ceilings will be acoustically treated as will the ceilings of special rooms, such as shops, domestic science rooms and gymnasiums.

#### Efficient Boiler Room

The new boiler room will provide heat for the entire structure; it will have ample space for janitorial, storage and special locker rooms, equipped with toilets and showers, for the maintenance department personnel. The old boiler room will be remodeled and utilized for supply storage for the entire school district. Delivery of supplies, except those for the cafeteria, will be easily made through this area of the building; cafeteria supplies will require a special entrance through the west side of the building into the court adjacent to the kitchen.

One important feature of any building is its storage space. There seems to be every reason to believe that the space provided in the new addition will be ample for all purposes. Indeed, there seems to be almost no aspect of a modern secondary school that has not been cared for through careful planning.



# The Returning Teacher Sets a New Pace

*He will make new contributions to  
teaching as a result of his experiences*

**VICTOR L. JEPSEN**

Graduate Student, Stanford University

ONE of the casualties of the war has been the public school system from which thousands of teachers have taken leave for other duties.

Their exodus has resulted in increased problems for those who have remained, such as overcrowded classrooms, breakdown in teacher morale, lack of discipline and half-hearted work efforts. Educators warn of the increased dangers to society likely to result from weak and insufficient teaching and the generally bad conditions created by the substitution of untrained and poorly qualified personnel for the former highly trained teachers.

## Many Are Returning

No doubt many teachers who served in the armed forces or in private industry during the war believed that they would never return to teaching. But already veterans and others on leave are returning to reclaim their old jobs and the colleges are filled with others who are seeking more education in order to obtain better positions than those they left.

Figures are not available as to the percentage of teachers reentering the profession but the results of a limited survey show that from 80 to 90 per

cent of those interviewed planned to return to their classrooms.

The economic upheaval which follows wars, the educational opportunities offered servicemen, the relative uncertainty of private enterprise, the inevitable increase in teacher salaries and the vast number of openings will lure the majority of those departed back into the profession before many years have passed. Perhaps the only permanent casualties will be those who never wanted to teach anyway and the loss of these is little cause for concern.

What effect will these returning teachers have upon the school system? Will their years of war and other experience create new problems for the schools or will they bring new values, new standards, new stimuli and vigor into the profession and into the schools? There is little doubt but that their offerings will be on the asset side of the ledger.

## Will Have Gained in Confidence

First, the teacher will bring back to his job a higher sense of his own ability and importance in the total scheme of things. Somewhere along the line, and I am inclined to believe that it is the result of subtle propaganda, teachers have been in-

doctrinated with the idea, although many of them may not admit it, that there is something inferior about teachers. Through a too close association with their own profession and too little contact with the world, their failings have been magnified in their own eyes.

Their war experiences have eliminated this distortion and revived the self respect of most teachers as well as their respect for their profession. The average teacher made more than an average success of his war career. He found that the education he worked so hard to get and the intelligence he had disciplined for use were needed and rewarded in armed services or in war work in industry.

The average teacher found that he was not a substandard individual who taught because he could not do anything else. Instead, he found himself possessed of abilities which his teaching had nurtured and strengthened. He found that the handling of from 50 to 1500 pupils daily, the assigning of duties, the organization and planning required to keep them efficiently occupied, the judgment developed in the continual personal contacts, the friendly yet detached attitude toward subordinates, all work the same, whether applied to youngsters in school or to older men in larger fields.

A large number of teachers were astonished to find that most adults are much like children and that tactics which had proved successful in the classroom succeeded equally well elsewhere.

## New Understanding of Expediency

Second, the returning teacher will have learned through bitter experience the meaning and application of a new word, expediency. Since time immemorial the teacher has been represented as impractical. Though all others are considered practical until definitely proved otherwise, the teacher commences and remains, in the eyes of the public, a starry eyed visionary.

In the business world especially, there is no commoner belief than that school teachers are impractical theorists. Business executives and employes from top to bottom enjoy at least one comfortable feeling in common: they are practical fellows while most school teachers are not.

A world of good will result to both school and teacher from the latter's closer experience with the true meaning of this word "practical." When a business man uses the word "practical," he is not referring to scientific practicality as we know it. When he says he is practical, he means he is expedient. The business man's maxim is "Expediency is the best policy."

What value is there for the teacher in this discovery? Simply this: that what appears practical in theory, and even apparently scientifically demonstrable, may actually not work out at all in practice, and in its stead must be substituted something which will work under prevailing conditions.

The returning teacher has learned how to hew through the tangle of theory and misunderstood logic and fit the solution to the situation. Al-

though scientific practicality, as the teachers know it, contributes greatly to the actions of leaders and executives, their power, their force, their ability to get things done spring from their knowledge of when to do the theoretically right and when to take the expedient action. When the teacher ponders the strength, the potentialities and the weaknesses, too, of this plan of action, he will no longer bemoan his own impracticality or limit his ability.

Third, the teacher will bring back to the schools richer and better views of his own subject matter field. He will have seen how these skills, facts, attitudes, competencies are used in the daily round and he will have ideas for revising and improving his subjects so that they will more adequately fulfill their purpose.

The commercial teacher will know exactly what business demands and

wants from the commercial worker; the history teacher will have thought out, experienced and aided in making history and will know the story which history should give. Teachers of engineering, shop, law, economics, English, all will use their rich and varied experiences to make their offerings more valuable.

Fourth, the returning teacher, whether for good or ill, has a different outlook on his own status in the community. He has found, for instance, that complaint about salaries is not peculiar to his own group. Everyone complains about his wages and wants more than he now receives. What is important, however, is that the teacher fresh from armed service or war work has discovered how higher wages are achieved. This is not done by gripes or complaints, not even directly by working harder. Instead, he actively and scientifically courts public favor and he knows that united action speaks with more authority than the individual complaint.

#### Will Not Revert to Former Status

Will the returning teacher revert to the insecure status so common to teachers? Will he be fearful of behaving as a normal citizen of the community? To earn his usually inadequate salary will he feel compelled to participate in a hundred activities outside of school for which he has no interest? I think not.

The G.I. who fought and won the war and the war worker who produced the weapons are going to demand that for them and their associates life shall be full and free as it always should have been for teachers. For teachers, more than anyone else, need to be normal, wholehearted, full-blooded individuals so that those in their care may reflect their abundant mental vitality and love of life.

The returning teacher will bring to the schools wisdom, efficiency, expediency. He will lead the trends of education away from formalism, verbalism and sophism into the fields of expedient realism. He will fight for a new and better world and his idealism will be stronger than ever because it will be based upon a real knowledge of the world, a more exact estimate of the forces which must be overcome. Education is on the move, and the returning teacher will pace its progress.

## Teachers Learn Auto Mechanics

C. A. BROWN

General Motors Institute, Flint, Mich.

IN THE year 1933 a teacher training program in auto mechanics was started at General Motors Institute which was continued until the beginning of the war. It was originated in response to many requests from college and high school teachers for information concerning passenger car and truck specifications and adjustments. The program has been resumed this summer with one section beginning June 24 and the other July 22.

In this program four main sections receive particular attention: car and truck specifications and adjustments; service operations and equipment; the automobile business and vocational guidance information, and instruction methods and procedure. This parallels the course outline as it was given originally but changes in model specifications have altered the content considerably.

The parts of the course devoted to service operations and the automobile business serve to acquaint teachers with the actual operation of dealerships and thus enable them to broaden their instructional programs in their own schools. In fact, a work-

ing knowledge of the organization of the automotive industry and the service and distribution business has been considered by those who have taken the course as ranging in importance close to new model specifications.

The laboratory facilities of the institute employed in the regular courses are used in the teacher training program. Instructional methods, including visual aids and job sheets, that have been developed for product service training are also used at the institute.

In addition to covering specifications and adjustments on cars and trucks, this year's course is devoting special attention to the "71" series diesel engine in its application to buses and trucks.

As the central agency for General Motors, the institute has given much attention to courses in automotive service for many years. During the war several hundred training programs were developed in cooperation with the divisions of the corporation and with the armed forces. These were used in the training of army and navy technical personnel.

# School Board Members Must Have *High Purpose*

D. J. ROSE

President, North Carolina State School Board Association

AS A result of all that has happened in the past few years, we find ourselves confronted with a challenge to our democracy and our way of life and, in consequence, to public education.

Our history reminds us that we have never failed to accept the challenge of a changing world. We have successfully relied upon education as a means of developing good conditions and good government. But not in all history has spiritual, physical, educational and cultural development been at such a premium as at present.

## Education Has Gone Far

We have come a long way educationally in this great country from the tutor system for the few, the private school for the select, meager church aid for the pauper and, finally, the little frontier red schoolhouses dotted here and there where, for the most part, the great masses of children were born in the wrong geographical locations. More recently, we have been developing improved and enlarged community public school systems through the twelfth grade.

However, we are now merely in the kindergarten stage of discovery and there is no down curve in science. The implications of scientific discovery will affect the political and social life of individuals and nations. These changes in world conditions will in turn affect every public schoolhouse in this broad land. Schools cannot remain static while everything else changes. They must move forward.

North Carolina at the present time is spending nearly 50 per cent of its state tax income for educational purposes. Our expenditure per child per year puts us in about the fortieth place among the states. For this condition there is only one remedy, namely, raising the standards of living in the shop and on the farm

through better education so as to ensure an income commensurate with the economy of other states. North Carolina has produced many educators, statesmen and financiers but unfortunately it has failed to produce skilled workers to justify higher wages, such as those paid in the North.

Our school boards may find their mission in developing a community interest in and a citizen responsibility for our schools and in instilling community recognition of the value of good public schools. Through faith in education such action may result in people truly becoming a society instead of mere servants of society.

Beyond providing the means of improving community life, improved education is extremely practical and means good business. It enhances real estate values. It increases individual and family needs and desires, for, as the standard of living rises, the demand for things beyond the mere necessities of subsistence also increases.

## Single Objective of Balance

Urban and rural schools have different problems but essentially they have a single objective. The important element in any achievement is balance. The word "balance" probably has more definitions and shaded meanings than any word in the English language. It is fundamental to the democratic way of life.

One meaning is "to be steady or in equilibrium." We must strive for balance in our schools. North Carolina pays rural teachers on the same basis as urban teachers but the funds of many city school systems in this and other states are supplemented

with local money, which gives increased educational advantages to the city boys and girls. Too frequently a child born in the country starts life with an educational handicap. It is the responsibility of rural school boards to muster their resources to bring about a better balance.

Fundamentally, North Carolina, and every other state, owes each mentally fit child a sound basic training qualifying him either for institutions of higher learning or for achieving proficiency as a skilled worker with educational and cultural attainments which will raise the standard of our society and our economy. Equal educational opportunities for all is essential in our democracy. Therefore, school board members in every city and rural community have a duty and obligation to fulfill.

## Understanding Is Basic

Vocational education will no doubt take its proper place in our schools. Too many children in North Carolina are being too poorly prepared for the few white-collar jobs in this part of the country. Vocational education does not mean, however, the mere acquisition of routine skills but requires also an understanding of the world in which we live, the economic system we have evolved and the importance of natural and human resources.

When I refer to resources, I am reminded that in our own state the greatest potential resource is the forest. Timber is becoming scarcer and scarcer by the year while it stands there in the forests feeding itself and begging for just a little intelligent care. Certainly, in the eastern part of North Carolina, where 15



per cent of the high school graduates go to college and only 20 per cent leave the farm, every consolidated school should teach agriculture.

In Piedmont, N. C., where 75 per cent of the boys and girls leave the farms in favor of the shops, it seems logical that vocational education should be stressed. Greater knowledge of livestock farming would be of benefit to the farmers of western North Carolina.

#### **English Language Must Be Studied**

However, a narrow vocational education is not enough. Children should be given a command of the English language as a vital means of expressing their ideas and thoughts. Without control of this fundamental tool, ideas die before birth. A farmer follows his mule, plowing from dawn to dusk, thinking, thinking and planning and thinking, alone with his thoughts. He retires and his thoughts die unborn.

Laborers, accountants, clerks, stenographers, teachers, designers and engineers can be hired, but no one can be hired to give expression to another man's ideas and ideals. It has been true forever that the pen is mightier than the sword but the pen is only an instrument of personal expression.

Just as adults cannot be efficient leaders if they are suffering from a chronic bellyache, just so the children cannot be apt pupils if they have an infected middle ear, a throbbing toothache, defective vision, malaria hatching in their blood or parasites clinging to the intestinal tract. Much has been done in identifying these defects but few corrections have been

made in this state or in the nation. This may or may not be a school board problem but it is an issue that challenges the best health and educational thinkers and leaders.

The teacher is the most important agent in the educational process and all of our plans and high hopes will die aborning if school board members do not realize this vital fact. Poorly prepared and poorly paid teachers are an extravagance which no community or state can afford. To obtain better teachers for North Carolina and the other 47 states, teaching must be made attractive as a profession. I offer five suggestions to improve teachers and teaching in North Carolina:

1. Adequate compensation commensurate with years of education and postgraduate study, plus moral responsibility for the development of attitudes, understanding and ideals, is essential.

2. Restrictions on the personal freedom of teachers in a community should be removed. These have a tendency to narrow instead of broaden individuals. Teachers should be considered as responsible mature citizens.

#### **Security a Need**

3. Teachers need security. Adequate salaries, prompt and regular payments and sufficiently large retirement allowances are indicated.

4. Living conditions for teachers should be improved. There are too many rural areas in North Carolina and other states where the living conditions for teachers are deplorable. Living conditions for city teachers are also frequently far from

ideal. We can't expect a college educated teacher to live and be happy and efficient in poor living quarters.

5. Teachers should work and be paid on a merit basis. Adequate pay commensurate with service would improve the teacher culturally as well as intellectually and might stimulate our more promising young people to be future teachers of America and, most of all, to be just like their teachers.

Active school board members, with a determination to fulfill their obligations to the children, are necessary if we hope for and expect progress.

The selection of teachers, the cultivation and development of their natural resources, both human and material, and the distribution of public funds so as to maintain a balanced proportion of educational opportunity are our duties. School board members are the keys of the instrument; they are the mudsill of the public school, the school community and, therefore, of the state and the nation.

#### **Activity Board Members' Duty**

Inactive school board members are dead wood. They are worse, for they slow down the activity of the board by their lack of interest. No man or woman should accept membership on a school board unless he or she feels that in any school there is a need for improvement. Too often, many of us consider election to a school board only as a compliment to our integrity and civic achievements.

We are likely to underestimate our duties and responsibilities. It is, indeed, an honor but most emphatically it is also a responsibility. A fire can be started with dry, dead sap, but it gives little heat and less light.

We must realize that a stationary condition is the beginning of the end. School board members everywhere should dedicate themselves to the most shining task that can ever be accomplished for our great nation, the development of public schools as the instrument for the achievement of our democratic ideals.

If, by chance, we do not see ourselves in a stronger light, in the light of national service and even of world advancement, we have failed to recognize our own great importance and the far-reaching value of the work that school board members are so unselfishly carrying on.

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### **WRITE FOR YOUR VOLUME INDEX**

If you bind your volumes of *The NATION'S SCHOOLS* you will want the index to Volume 37, covering issues from January through June 1946. Continued paper shortage prevents its publication in the magazine. Send requests to 919 N. Michigan, Chicago 11, Ill.

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# Legislatures Look at Colleges

THE even year is a lean legislative one, with 11 state legislatures meeting in regular session. However, eight states called their legislatures into special sessions. The legislatures showed great interest in colleges and universities, particularly in the facilities available for medical education and in the scholarship problem.

**Additional Colleges and Universities.** New York, one of the few states still without a state university, created a temporary state commission of 30 members to examine into the need for such university, including professional and graduate schools, and to make appropriate recommendations in regard thereto by Feb. 15, 1947. The sum of \$100,000 was appropriated for the commission's work.<sup>1</sup>

Kentucky authorized boards of education in counties containing a city of the fourth class to establish or acquire junior colleges and to levy taxes not to exceed 50 cents per hundred dollars. Before such junior colleges are established, however, the question has to be submitted to a general election.

The act defines a "junior college" as: "a college established or supported in whole or in part by funds raised by taxation and controlled or administered by the board of education . . . as part of the public school, and affording instruction in arts and sciences, preprofessional and vocations, and conferring such certificates of attainment as may be authorized by other like or similar institutions of learning above high school grade or standing."

At another point the statute speaks of "the principal work [of such junior colleges as being] the maintenance of courses of instruction in advance of the instruction maintained in high schools under the control of the board of education." The act authorizes the boards to charge tuition fees, not to exceed \$100 annually,

## HARRY N. ROSENFELD

Assistant to the Administrator  
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as well as matriculation and other incidental fees.<sup>2</sup>

**Scholarships and Loan Funds.** *General*—Virginia enacted an interesting statute relating to collegiate scholarships. Since many high school graduates who could benefit from further education lack sufficient funds to obtain it, said the legislature, it directed the Virginia advisory legislative council to make a study and to report by Nov. 1, 1947, on the need and advisability of establishing a state loan fund for use, in private and public institutions of higher education in the state, by Virginia high school graduates who have the mental capacity and the desire for advanced work but lack the finances.

The council was also directed to inquire into the method of establishing such a fund and the conditions which should govern loans and to determine whether or not scholarships on such a basis might be proper.<sup>3</sup>

*Medical*—In addition to studying the need for a general loan and scholarship system, Virginia, in common with some other states, has made strides in this respect in the particular area of medical education. It increased the number of medical scholarships at the Medical College of Virginia and at the University of Virginia from four to 10 each.

Such scholarships are conditioned on contracts by the recipients to engage in the general practice of medicine, upon completion of their training, in rural areas of Virginia, selected by the state health commissioner with the approval of the state board of health, for a period of years equal to that for which the scholarship recipient has held such scholarship. Repayment is required only where the contract is not complied with.<sup>4</sup>

Mississippi also made some long strides toward bolstering up its medical services by providing more adequate facilities and offering financial inducements for medical education. It created a state medical education board of five members: the dean of the state university's medical school as chairman, the executive officer of the state board of health, the president of the state medical association and two members appointed by the governor.

The board's duties include passing on and allowing or disallowing applications by medical students for loans or scholarships. The board was authorized to inquire into the financial need of applicants for such assistance and was required to make arrangements for the admission of loan or scholarship students to medical schools.

Such loans are not to exceed \$5000 per person, prorated over four years, for tuition in any accredited four year medical school in the United States; scholarships, subject to the same \$5000 maximum, are to be payable as the board determines. Both loans may be paid in part to the school.

They are repayable in full with 4 per cent interest or in services through practicing medicine at some place within the state to be approved by the board, 75 per cent of such placements to be within communities of 5000 population or less. One fifth of the loan or scholarship, with interest, is to be credited for each year of such practice.

The legislature specifically indicated that the purpose of this legislation was to meet the shortage of doctors by increasing the number of medical students from Mississippi and by inducing a sufficient number of them to return to practice in the state, "thus affording adequate medical care to the people" of the state.<sup>5</sup>

The legislature appropriated \$325,000 to the board to provide such loans<sup>6</sup>

<sup>1</sup>New York, Ch. 353. (All citations are to 1946 regular sessions unless otherwise noted.)

<sup>2</sup>Ky., S.B. 61.

<sup>3</sup>Va., S.J.R. 32.

<sup>4</sup>Va., Ch. 259.

<sup>5</sup>Miss., H.B. 431.

<sup>6</sup>Miss., H.B. 432.

and scholarships for these purposes.

The Mississippi legislature also attacked its problem of medical education in another way. It created a four year medical school, it now having only a two year one, as a department of the state university and directed that it "be operated as a class A medical school." This action was conditioned on the construction of a 350 bed teaching hospital and the establishment of a statewide hospital program.<sup>7</sup> Pending the broader program, the legislature made an additional biennial appropriation of \$200,000 for the present university medical school.<sup>8</sup>

California also sought to enlarge its medical educational facilities through the appropriation of \$7,000,000 to the regents of the University of California for establishing, equipping and maintaining a medical school and center as a unit in the University of California at Los Angeles.<sup>9</sup> California also has a \$4,000,000 project for the expansion of state medical school facilities at San Francisco.<sup>10</sup>

**Veterans.** Through adoption of a "postwar victory building program," Michigan recognized the state's obligations to veterans as well as the emergency in the administration of affairs at the University of Michigan and at Michigan State College arising out of the extremely heavy registrations by veterans seeking educational advancement under the G.I. Bill of Rights.

The university's construction program was estimated at \$8,000,000, of which \$4,800,000 was made available; the State College's program was estimated to cost \$7,000,000, of which \$3,806,000 was made available. The postwar building board was authorized to take steps to obtain federal grants available for such purposes as these.<sup>11</sup>

New York authorized its state department of education, with the approval of the director of the budget, to contract for a period ending July 1, 1948, for instruction in higher education for veterans and other students, with boards of trustees of any institution chartered by the regents on a temporary basis to meet the

emergency created by the present lack of college facilities. The department was also empowered to defray the cost of such instruction and other expenses incidental thereto as are not covered by receipts from federal, state or other sources.<sup>12</sup>

Massachusetts enacted a law under which university extension courses are available free of charge to residents of the state while serving in the military or naval forces within the state and to veterans who are residents of the state and who have served sixty days in World War II and have received other than a dis-

honorable discharge from service.<sup>13</sup>

The Director of War Mobilization and Reconversion submitted to the President of the United States on May 17 a report entitled "The Veteran and Higher Education." He recommended that the President appoint a National Commission on Higher Education to conduct "a searching examination of the function of all education above the high school level and of the means by which higher education can be made to contribute most effectively to the economic and political welfare of the country."

<sup>12</sup>New York, Ch. 680.

<sup>13</sup>Mass., Ch. 439.

## Current Decisions on School Law

M. M. CHAMBERS

American Council on Education

### Quirk of Indiana Law

**Ruling:** *County superintendents of schools in Indiana are state officers but their salaries are not fixed by law, and the supreme court sustains the constitutionality of the statute of 1933 which provides: "The salary of the county superintendent, as herein stipulated, may be increased by a majority of the township trustees to an amount which in their judgment may seem proper and the county council shall appropriate and the board of county commissioners shall allow the necessary funds. . ."* Benton County Council of Benton County et al. v. State ex rel. Sparks, County Superintendent of Schools, (Ind.), 65 N. E. 2d 116 (1946).

**Case:** The county council refused to appropriate an increased salary duly voted by the board of township trustees and defended by attacking the statute on several grounds, some of which were patently untenable.

1. Local or special legislation is prohibited. Obviously, the statute quoted is of general application to all counties alike and is not local or special.

2. Special legislative favors are forbidden. The statute confers no favors.

3. Legislative authority cannot be delegated. But the fixing of the salary of a public officer is not so inherently of legislative character that it cannot be delegated.

4. The salary of any officer fixed by the Indiana constitution or by law cannot be increased during his term of office. Here was a narrower squeak and the 1933 statute was saved only by the italicized words. Such an administrative body as the board of township trustees in an Indiana county is clearly not a law-making body. Therefore, an increase voted by it is not within the constitutional prohibition.

**Comment:** Note that the salaries specified in the state statute are in effect *minimum* salaries, subject to *increase* at the discretion of the county board of township trustees.

### The Letter Killeth

**Ruling:** *The North Carolina constitution prohibits counties from issuing bonds during any fiscal year in excess of two thirds of the amount by which the outstanding indebtedness has been reduced during the preceding fiscal year, unless authorized by popular vote.* Coe v. Surry County et al., (N. C.), 36 S. E. 2d 910 (1946).

<sup>7</sup>Miss., H.B. 72.

<sup>8</sup>Miss., H.B. 1137.

<sup>9</sup>Calif., Ch. 33, 1st Spec. Session.

<sup>10</sup>U. S. Education News, Vol. II, No. 6, June 1946, p. 6.

<sup>11</sup>Mich., P.A. No. 1, 1st Spec. Session.



**Question:** If a county mails a check on June 20 to discharge bonds maturing on July 1 and the holder receives the check on June 22 and cancels the bonds on July 2 and surrenders them to the county several days later, does this constitute a reduction of the outstanding debt during the fiscal year ended June 30 of the same year?

**Decision:** It does not, says the state supreme court. Therefore, the board of commissioners of Surry County is restrained from issuing \$55,000 in bonds to construct a school building at Dobson at any time during the new fiscal year, unless the issue is put on the ballot and approved by the electorate of the county.

### Kentucky Boards Not Liable for Negligence

**Ruling:** *Public school boards in Kentucky are not liable in damages to persons injured through the negligence of the board's employes. Public school funds cannot be diverted to compensate for private grievances.* Thacker v. Pike County Board of Education, (Ky.), 193 S. W. 2d 409 (1946).

**Case:** A laborer employed by the board of education as a member of a crew dismantling an obsolete gymnasium building was injured by the falling of a scaffold alleged to have been in a faulty condition. Kentucky courts will not award him damages against the board because a long line of precedents holding a public agency immune from tort responsibility arising out of the performance of its governmental functions is adhered to.

This is the doctrine of immunity which still prevails in many states but has been greatly modified elsewhere, notably in New York and California. It is noteworthy that several states have authorized school districts to carry liability insurance. Kentucky enacted such a permissive statute in 1940, authorizing insurance against the negligence of bus drivers in the employ of school districts, and a 1942 decision held that where the district carries such insurance it may be sued. However, any judgment awarded to the injured party will be payable solely by the insurance company and only in a sum which is equal to the amount of insurance or less.

**Comment:** The rule which leaves an innocent injured party without a legal remedy, as in the present case, is fast becoming a relic of a harsher age. A statewide social insurance system, similar to the well known workmen's compensation laws, and applicable to all injuries caused by negligence by the state and its public agencies, including public school districts, would be a modern humane method of disposing of the perennially vexing question of liability for injury.

### County Boards in Georgia

**Ruling:** *The completely revised constitution of Georgia proclaimed effective Aug. 13, 1945, was lawfully adopted by the sovereign people, though not drafted by a convention, and its provisions regarding public education do not destroy or diminish the powers of any local school district in the state.* Wheeler v. Board of Trustees of Fargo Consolidated School District et al., (Ga.), 37 S. S. 2d 322 (1946).

**Case:** The school code enacted by the legislature in 1919 provided that "each and every county shall compose one school district and shall be confided to the control and management of a county board of education." It also provided for local school districts and local boards of trustees and prescribed their authority to issue school bonds and levy taxes.

The constitution of 1945 simply embodied the quoted part of the 1919 statute in itself and thus elevated it beyond the reach of the legislature to repeal.

Did this destroy local school districts, or impair their bonding and taxing powers, so that a bond issue in process of sale when the new constitution became effective would be invalidated? No! It did not abolish any school districts or create any new ones but merely gave the county school districts a constitutional status.

**Comment:** The legislature continues free to do what it will with local school districts smaller than a county but, until it acts, their existence and powers are the same as before. Whenever the legislature so determines, there is apparently ample opportunity for it to establish the county school district as the actual and sole primary unit of school

support and administration—a way of achieving the much needed larger local unit, a prime requisite of better rural education in Georgia as in other states.

### Nontenure Teacher Entitled to Hearing

**Ruling:** *Where the statutes do not provide a procedure for the dismissal of a nontenure teacher "for cause," nevertheless a notice of the charges and a fair hearing before the school board must be afforded the teacher in such a case. Dismissal before expiration of the contract and without a hearing is of itself conclusive that the board's action was arbitrary.* Kuehn v. School District No. 70, Goodhue County, (Minn.), 22 N. W. 2d 220 (1946).

**Case:** The teacher of a rural school, under contract for the school year 1943-44 at \$100 a month, received on April 4, 1944, a brief and crudely written note signed by the three members of the school board, expressing dissatisfaction and accusing her of failure to spend full time at the school and concluding: "Therefore we expel you as teacher of District 70."

The teacher promptly informed the board that she was ready, able and willing to perform the contract, but the board refused any further services.

Her regular salary had been paid up to the day of her dismissal. She sued for the agreed salary for the remainder of the term and a judgment in her favor was affirmed by the state supreme court.

**Comment:** The occurrence of such a case points to the weakness of the tiny rural school district from many angles: absence of professional supervision, lack of competent legal advice for the school board and a board unacquainted with the requirements of administrative discretion. No matter how small or remote the community, its school in this age should be a part of a system of schools in a district of some size, such as that of a county, in which every school receives helpful supervision and in which there is suitable machinery for adjusting small local controversies in accordance with well established principles without the necessity for carrying them to the supreme court of the state for obtaining proper settlement.

# CHARTS *Interpret Curriculum*

TO GIVE laymen a picture of the educational program of a school is not an easy job. The complexity of an elementary curriculum makes it difficult to obtain a complete overview of the total school program.

The average layman will not take the time to read lengthy discourses which attempt to explain the curriculum. He is interested in his child's schooling and wants to know more about it. But he is often confused by his failure to understand the various phases of the school program and their relationship to one another.

In my annual superintendent's report to the people of North Muskegon, I have presented two simple charts which graphically analyze the

**MAX S. SMITH**

Superintendent, North Muskegon, Mich.

curriculum in a way that laymen can understand. One chart is based on the elementary course of study and one on the high school course.

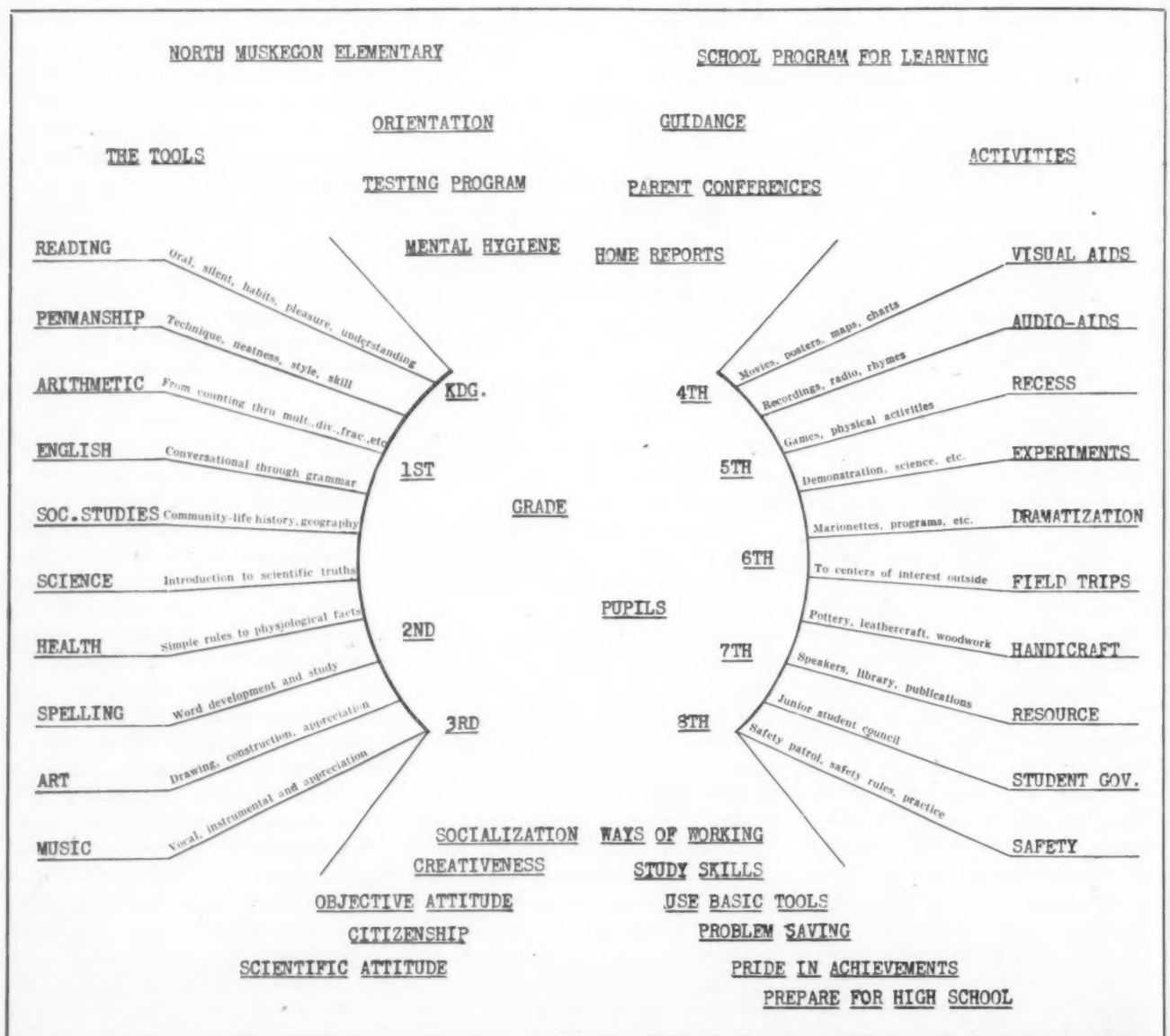
Although this charting was an experiment, it has nevertheless led to a better understanding of our entire school program by the people of the community. The graphic presentations can be easily studied and interpreted.

From an educator's point of view, the charts are incomplete. The layman, too, must understand that they do not present the picture of a static school program but that there is a

correlation of subject matter and an integration of program which cannot be shown by a chart.

The administrative and teaching aspects of the program are not shown directly but certain phases of the curriculum are explained. Other phases need enlarging, explaining and further description.

This graphic presentation of a program of education is an instrument for interpretation and evaluation of a community's schools which the public will find understandable. It is an effective public relations medium. Parents are attracted by the chart and in studying it learn more about their children's schools and their curriculums.



SCHOOL  
OPINION  
POLL

EACH MONTH A QUESTIONNAIRE IS MAILED TO  
500 REPRESENTATIVE SCHOOL ADMINISTRATORS

## What About Camp-Schools?

MODERN education needs a twelve month program that will replace summer idleness with uninterrupted training. That is the majority opinion of 25.2 per cent of the 500 schoolmen who replied to this month's School Opinion Poll in regard to the year-round school plan proposed by John W. Studebaker, U. S. commissioner of education, in an article appearing in *This Week* of April 20.

The respondents are not in complete agreement with Commissioner Studebaker's proposals, however, and raise innumerable questions as to its practical operation. Problems from finance to weather would have to be solved, they feel, before such a project could be put into successful operation. Regardless of their questions, 49 per cent think the plan has considerable merit; 23 per cent, slight merit; 18 per cent, great merit; 8 per cent, no merit, and 2 per cent did not answer.

"It is a wonderful idea," agrees a Minnesota administrator, "but where would we get the money? We have to pull teeth to get enough to run the schools for nine months."

"What a teacher problem there would be!" exclaims Paul W. Mulford, Montville Township, New Jersey. He believes the faculty could not stand it physically to teach twelve months in the year and that *two thirds more teachers* would, therefore, be needed, one third for camp and one third to make up the fourth quarter in the city.

Warren P. Snyder of Bristol, Pa., calls attention to the possibility that such a program would put a still larger gap between opportunities afforded in more fortunate communities and those in retarded areas.

In regard to attendance being optional, a Texas administrator declares, "Let us make camp-school compulsory, for the very ones who probably need its socializing influence the most will most likely decline to attend under the optional plan." As a rural school administrator, he asks for consideration of the plan in reverse: "Send our

rural school children to the cities for one fourth of the year so that they may have the urban advantages."

LeRoy J. Kline, Camp Hill, Pa., and some other administrators feel that a year-round program takes too much responsibility away from the home. "We need to build up the home, not destroy it," he advises.

Regarding the weather angle, S. I. Hicks of Pearl River, N. Y., says, "The values to the children who are in the country camps in the warm weather would be greater than in the cold quarters." A Wisconsin schoolman would overcome this obstacle by rotating camp assignments to give each pupil the experience of living in the country during all seasons.

L. P. Gilmore, supervising principal of Bloomsburg, Pa., thinks the plan would be one way of giving children practice in the democratic way of living. "Such a venture could be worthwhile, but it smacks of state controlled training," he says. "Better than

military training" is a Washingtonian's terse comment.

Question No. 2 suggested one means of financing the project. Replying to this question, a South Dakota schoolman contends, "As to cities spending one fourth of their building money for the project, my guess is that they don't yet have enough to finance their present set-up properly. I would favor a set-up by which the federal government would finance such a project."

Some administrators feel that Commissioner Studebaker's proposed program is still one for the future. "I do not think the plan is practical, at least for the next five to eight years," comments a Minnesota schoolman who summarizes the problem in this fashion: "It is impossible to obtain qualified teachers at present and will be for years. The plan is too expensive for the results to be obtained. About one fifth of the city population already partakes of some form of recreation in the country anyhow."

### QUESTIONS ASKED—OPINIONS EXPRESSED

- Do you see merit in Commissioner John W. Studebaker's acceptance of proposals of long standing to promote a twelve months' school year by discontinuing long summer vacations, dividing the full year into four quarterly terms, sending one fourth of the city children between the ages of 10 and 16 to a country camp-school each quarter while the other three fourths attend the city schools as usual? (Attendance at camp-school would be optional.)
 

Considerable merit.....	49%
Slight merit.....	23
Great merit.....	18
No merit.....	8
No answer.....	2
- Do you believe, with him, that a city might well spend three fourths of its building money on conventional school buildings and with the other fourth build and equip camp-schools somewhere in the nearby country?
 

Yes.....	51%
Uncertain.....	32
No.....	15
No answer.....	2
- In your opinion, how would such camp-schooling affect:
 

Physical development	
Improve.....	87%
Not affect.....	7
No answer.....	5
Impair.....	1
Health	
Improve.....	87%
Not affect.....	6
No answer.....	6
Impair.....	1
Work habits	
Improve.....	46%
Not affect.....	35
Impair.....	13
No answer.....	6
Scholarship	
Improve.....	43%
Not affect.....	42
No answer.....	9
Impair.....	6
Social adjustments	
Improve.....	85%
Not affect.....	6
No answer.....	6
Impair.....	3



# NAMES *in the* NEWS

## Superintendents



**Dr. Mark W. Bills** has been elected superintendent of schools at Flint, Mich., for a three year term beginning July 1. Dr. Bills succeeds **L. A. Pratt** who is retiring from administrative service for reasons of health. Prior to his appointment, Dr. Bills served as professor of music at the University of Missouri, instructor in school administration at the University of Michigan and for the last year dean of the Flint Junior College.

**Marvin T. Nodland**, superintendent of schools at Ames, Iowa, has been elected to head the school system at Sioux City, Iowa. He will fill the vacancy created by the resignation last January of **L. W. Feik**.

**Phoebe S. Hendrick**, superintendent at North Smithfield, R. I., since 1929, is retiring and will be succeeded by **Robert A. Potenza**, principal of the Medway Center School.

**James Armour Lindsay**, for some time head of the division of education of the Berry Schools, Mount Berry, Ga., has been elected president of the schools, succeeding **William Jesse Baird** who has resigned.

**Herbert Stolz, M.D.**, for the last twelve years assistant superintendent of schools at Oakland, Calif., in charge of the department of individual guidance, has been appointed medical coordinator of the Children's Hospital of the East Bay at Oakland where he will integrate the medical and psychological aspects of the hospital's work.

**Melvin J. Horner**, superintendent of schools at Othello, Wash., has been appointed superintendent at Ryderwood, Wash. He succeeds **A. J. Westall**, resigned.

**B. George Saltzman** became superintendent of schools at Brentwood, Mo., July 1, succeeding **John Holman**. Mr. Saltzman held the superintendency at Lawrence, Kan., before taking the post in the St. Louis suburb.

**Willard J. Graff** has resigned the superintendency at Independence, Kan., to become administrative dean of Southwest State Teachers College, Missouri.

The new superintendent at Independence is **Evan R. Stevens**.

**Howard V. Funk**, acting superintendent, has been named superintendent of schools at Bronxville, N. Y.

**Chester W. Holmes** has succeeded **Farnsworth G. Marshall** as superintendent of schools, Malden, Mass. Mr. Holmes was assistant superintendent in charge of senior high schools for the District of Columbia.

**George R. Miller Jr.**, superintendent of schools at Salem, N. J., resigned to accept the post of state commissioner of education for Delaware, succeeding **H. V. Holloway**.

**Dr. Harold G. Shane**, director of appointments in the department of education, Ohio State University, has been named superintendent of schools at Winnetka, Ill., succeeding **S. Rae Logan** who has retired. Mr. Logan will eventually settle on his Montana ranch.

**Supt. B. F. Shafer** of the public schools, Freeport, Ill., refused to quit last February when the board demanded his resignation, claiming protection under the teacher tenure law. Recently he was given another year's contract by a new board.

**Jordan L. Larson**, superintendent at Dubuque, Iowa, since 1940, has been appointed superintendent of the schools at Mount Vernon, N. Y. He succeeds **William H. Martin** who has resigned.

**E. B. Whalin** has been reelected superintendent of Raceland schools, Raceland, Ky., for a four year term beginning July 1.

**Mrs. Mary Moore**, acting county superintendent of schools at Carroll, Iowa, since 1927, has been elected county superintendent.

**Joe Glenn Coss**, teacher at Downey High School, Downey, Calif., and principal of the evening high school, has been made superintendent of Downey elementary school district, succeeding **Spencer V. Williams** who will retire after twenty-three years in this position and will devote his time to his orange ranch.

## Principals

**Benjamin H. Siehl**, principal of Western Hills High School in Cincinnati for twenty-seven years and for fifty-one years an educator in that city, has retired.

**Paul T. Rusterholz**, principal of Washington High School, St. Paul, Minn., for twenty years, has resigned. **Edwin F. McKee**, assistant principal at Mechanic Arts High School, has been appointed his successor.

**S. O. Severson**, principal of South High School, Minneapolis, for twelve years, has retired. He has been thirty-one years with the Minneapolis schools.

**David B. Austin**, principal of Roosevelt Junior High School at San Diego, Calif., will become principal of La Jolla Junior-Senior High School. **Earl P. Andreen** will assume the principalship of Roosevelt School.

**Frank Bradigan**, principal of Jenkins High School at Wilkes Barre, Pa., has been made supervising principal of Jenkins Township Schools, succeeding **Al G. Ford** who was recently advanced to county superintendent of schools. **John Kilgallon**, elementary school principal, becomes principal of Jenkins.

**Paul W. Seagers** has resigned as supervising principal of the Cato-Meridian Central School at Cato, N. Y., to accept a position as supervising principal of the Orchard Park Central School, Orchard Park, N. Y.

**Robert E. King**, principal of A. B. Hill School, Memphis, Tenn., has been named principal of Central High School, succeeding **Charles P. Jester**.

**Edgar L. Harden**, principal of Battle Creek High School, Battle Creek, Mich., has resigned to accept an associate professorship at Michigan State College. He will be succeeded by **Paul M. Halverson**, principal of W. K. Kellogg Junior High School.

**W. T. McCullough**, principal of Robert E. Lee Junior High School, Lynchburg, Va., is retiring this year after forty-five years' service as a teacher and administrator.

**Florence Rogers**, principal of McKinley School at Lakewood, Cleveland, Ohio, for twenty-one years, is retiring. Her place will be taken by **John D. Cantrell** of Lakewood High School.

**I. E. Ewing**, principal of Wheeling High School, Wheeling, W. Va., for twenty-three years, has retired.

**J. P. Freeman**, principal of the high school at Elizabethtown, N. C., has resigned to do graduate work at George Peabody College.

(Continued on Page 80.)

# AUDIO-VISUAL AIDS

## Functions of a State Film Library

LEE W. COCHRAN

Executive Assistant, Extension Division  
State University of Iowa

AS A BACKGROUND for a discussion of the purpose of the state film library, let us consider why these libraries were established and what they have contributed to audio-visual education.

The early audio-visual film libraries were for the most part established in the extension divisions of state universities or land grant colleges. Records show that the State University of Iowa, Iowa State College, the University of Wisconsin and Kansas University were among the first to distribute motion picture films and lantern slides to schools within their respective areas. As early as 1916-17, at least three mid-western extension divisions were distributing the standard 3¼ by 4 inch lantern slides and some 35 mm. motion pictures.

In the years that followed, especially during the twenties, distribution centers for visual instruction material were established in many state universities and colleges throughout the United States as well as in certain large city school systems. At present, most states have some agency for the distribution of audio-visual materials to schools and, in addition, county and city libraries have been established.

### Must Keep Step With Progress

It has been recognized by educators that the growth of the visual education movement was encouraged for many years by university, college and state department film libraries assisted by a few large city school systems. However, state film libraries cannot live on the laurels of the past and just because they were a great help in the beginning is no reason why they should exist today unless there is a definite need for them.

The state film library must keep step with progress in the use of audio-visual aids and be of increasingly greater service if it is to meet the needs of the future.

Perhaps the most important purpose of the school film library in 1946 is to provide state leadership for an educationally sound audio-visual program. It must take the leadership in recommending legislation and in recommending to all colleges in the state the courses that should be established for better utilization of audio-visual aids. Its facilities should be made available to public and parochial schools alike.

A state library should recommend to schools the type of equipment (not the make) that will give them the best possible programs for their budgets. It should have a long range program of assistance to schools in planning their audio-visual work over a period of years.

### Should Be Clearinghouse

Without this assistance, many schools will select materials by hit and miss method to meet the needs of a few teachers without considering the school system as a whole. The state library should act as the clearinghouse for information on all types of audio-visual aids, including information as to sources.

Furthermore, it should act as the leader within a state in the presentation of conferences, workshops and forums for creating a better understanding of teaching technics in the use of learning aids. One of the problems of the next few years will be the in-service training of teachers to use these educational tools to the best advantage.

Too many teachers use the projected picture as a complete educational

experience without proper introduction, without establishing the reason for using the aid and without any discussion after the showing. Since most state film libraries are operated by colleges or universities, adequate personnel should be available to assist schools with the problem of teacher training.

The main purpose of the state library should continue to be the distribution of audio-visual aids to schools at the time they are needed. If it is impossible to cover the state from one location, facilities should be established in sublibraries at different geographic locations. Audio-visual aids are only effective on the day and at the hour they are desired by the instructor and poor distribution facilities will in many cases cause a school to give up its program.

### Teachers Need Study Guides

The state library should provide an adequate range of audio-visual materials to fit the course of study in the schools. Duplicate prints of these materials in the number necessary to fill all requests must be provided in the library. The library, too, should have adequate study guides available for all films and other visual aids and should get them to the schools in advance of the film. Teaching cannot be effective if the teacher does not know the content of the material to be used.

In many large cities the school system owns its own audio-visual aids. In the smaller system, which would use a certain film or aid only a few times each year, it is inadvisable to purchase the more expensive aids. Such schools will find it more economical to obtain them on a loan or rental basis from a state library.

Often cooperative film libraries are the answer to the smaller schools' problem. In this way each school will own a few films and some one school will distribute them to all

schools in the area. To date, the cooperative film library has not proved itself successful except in a few instances. County libraries, on the other hand, under the direction of a county superintendent or an audio-visual director as a part of the county school system, have proved successful in many cases.

The state film library has filled a definite need in the past and will

continue to serve such need in the future if it will build its program on the requirements of the schools. Today the state audio-visual library must include more than films and lantern slides; it must provide many new types of audio-visual aids.

The need for guidance and leadership in the field of audio-visual aids is apparent and specialists on the staff of the state operated library

must be ready to give that leadership; otherwise administrators and teachers will seek this help elsewhere.

The schools are going to have audio-visual aids, whether provided by state operated libraries, commercial organizations or some other source. Therefore, there is a challenge to the state library today to meet the need and to furnish the necessary leadership.

## Britain's Experience With Films

MARY FIELD

Director, Gaumont British Instructional Films

**T**HERE is such an unprecedented interest in Britain in film teaching that the Ministry of Education has appointed advisers on visual aids and all over the country conferences are taking place to discuss the film medium.

In 1926 some pioneer firms made films for classroom use and in 1933 the British Film Institute, a government-supported body, was established to encourage the cultural and educational aspects of films. The war, however, put an end to plans that were being made for developing the educational film.

### Lessons From War Use of Films

At the same time film instruction given in the forces led to developments in teaching technic and the film and film strip came into their own. Instruction of servicemen was, however, a hothouse method of teaching, very different from the gradual acquisition of knowledge and the development of the mental faculties which we call education. From the wartime experience, certain valuable facts have developed, such as the importance of moving diagrams and cartoons and the value of the film strip.

Films have been divided into two groups: classroom and background. A classroom film is not so much a film show as an aid to formal teaching. The teacher switches on the projector in much the same way that he takes a piece of chalk to supplement his exposition with a sketch on the blackboard.

The background film has a wider appeal; its object is to give realism,

color and vitality to remote subjects. For instance, a series on India, showing native types, customs, scenery, methods of transport, brings to the study of history and geography an enriching sense of reality which the child could not obtain in any other way.

There is no hard and fast rule as to whether films should be sound or silent; it depends on the subject matter and the requirements of the teacher. All classroom films of technical processes require some explanation and there seems little doubt but that spoken commentaries are more satisfactory than written captions.

Ear and eye work naturally together, whereas the rapid change from visual actuality to the symbolism of the printed word is a distraction. Only very young children or advanced pupils profit by the silent film.

### Films Shown More Than Once

It is the general practice to show a film more than once. After a first viewing, it can be used again in sections, the teacher stopping the projector to develop his subject and promote discussion. He may even repeat certain parts two or three times. A third showing, given near the end of the term, is a useful form of review.

We may now ask: "What is the next move?"

Through the accident of war, a slow movement has gathered tremendous momentum and British teachers are demanding films and strips which at the moment it is impossible to give them. The tempta-

tion is to continue production at the tempo of the last six years, but we must remember that we have finished with hothouse instruction. Our concern once again is with the gradual development of young minds.

The existing subject matter includes biology, geography, history, hygiene, nature study, general science and physical education. But the numbers of films in each of these categories could be increased a hundredfold and still be insufficient.

### Various Types of Films Needed

Also, we must not lose sight of the wider meaning of the word education; we must provide for some of the leisure time of children and adults alike. There are so many films required that there is plenty of room for government sponsored films as well as those made by private enterprise. The important thing is to ensure, through regional distributing libraries, that teachers have equal access to all films and not only to those that are distributed free.

Germany was the first country to undertake complete government control of instructional films, which control was used to establish Nazi views and to blind the German people to their national development. Such nationalism in instructional films must be avoided. An international exchange through U.N.E.S.C.O. seems the satisfactory method to provide a way out of the difficulty.

In a globe which can be circled in a matter of hours we cannot dare to give our children the insular upbringing which belonged to the pre-air, pre-radio, pre-atomic age.



# PLANT OPERATION & MAINTENANCE

## Check List for Heating Systems

**A. F. GALLISTEL**

Superintendent of Buildings and Grounds  
University of Wisconsin

**CARL M. F. PETERSON**

Superintendent of Buildings and Power  
Massachusetts Institute of Technology

**P**REPARATION of a maintenance program is the first requisite in checking heating systems during the summer. Recording the inspection date on each piece of equipment as maintenance work is done is good practice. It provides a record of the amount of work required for servicing and a guide for the purchase of new equipment.

### MAIN PLANT

- ☐ Check and repair boilers
- ☐ Repair stokers, brickwork in furnaces, softeners, filters, high and low pressure steam traps
- ☐ Repair and clean automatic control equipment, boiler feed pump valves, pistons, bearings, centrifugal pumps, feed-water heaters, sump pump pits, valves, baffling in boiler setting, soot blower units
- ☐ Examine and reface blowoff valves
- ☐ Repair damper, breechings, forced draft fan blades, bearings, coal handling and water weighing equipment, ash and coal bunkers

### TUNNELS and CONDUITS

- ☐ Clean and repair walls and floors
- ☐ Check expansion joints, leaky flanges, nipples, trap repairs, expansion joints and valves
- ☐ Check drainage systems, especially in conduits
- ☐ Clean sand and silt in sump pits
- ☐ Check automatic float control equipment and return pumps
- ☐ Check and repair covering and paint rusty piping and supports
- ☐ Check alignment of pipes, especially after they have been put back on pressure

### INDIRECT HEATING COILS

- ☐ Check hand, pneumatic and electric steam valves to indirect blast coils
- ☐ Examine by-pass valves, motor supports and linkage
- ☐ Check thermostats, humidistats, float valves and clean scale on humidifier coils

### MAINTENANCE OF HEATING SYSTEMS

- ☐ Examine pipe supports and check pitch of mains, check pipe covering, drips, steam traps, valve stems, radiator valves, radiator supports, float control equipment, stuffing boxes of centrifugal pumps, also alignment and lubrication of the last named

### VACUUM HEATING SYSTEMS

- ☐ Pack vacuum pumps, check valve springs and other mechanical devices on the pump and control
- ☐ Check gauges, using deadweight tester or clean manometers
- ☐ Pack transfer pumps, check linings, valves and so on
- ☐ Clean and paint receiver tanks
- ☐ Check metaphragms and syphon traps for leakage
- ☐ Clean thermostats and lines leading to and from them; if electrical, clean contacts
- ☐ Pack all valves marked during winter heating season and all valves which cannot be packed during the winter months
- ☐ Check controls on air intake and exhaust dampers

- ☐ Drain and flush oil and water from air tanks and clean air filters
- ☐ Check valve diaphragms, radiator traps, air vents and so on

### UNIT VENTILATORS

- ☐ Check filters and replace or clean
- ☐ Inspect fan motors, bearings, dampers, steam traps and air vents
- ☐ Use vacuum cleaners to clean cabinets and heating elements of unit heaters
- ☐ Flush out condensation meters and surge tanks to remove sediment and oil
- ☐ Take condensation meters apart, clean rotary buckets and check for balance and leakage
- ☐ Examine bearings

### HOT WATER HEATERS and STORAGE TANKS

- ☐ Examine heating elements, remove scale and check for steam or water leaks
- ☐ Check traps and regulation valves
- ☐ Repaint inside of tanks if necessary

### WATER SOFTENERS and FILTERS

- ☐ Check filter beds for condition and free board height
- ☐ Examine for corrosion
- ☐ Remove all softener elements, if necessary, to inspect distribution systems and jets
- ☐ Scrape and clean rusty surfaces; apply proper type of paint

- ☐ Replace with thoroughly clean or new softening element or filter material
- ☐ Check meters, float controls and so forth

#### **SALT BRINE TANKS**

- ☐ Empty every six months to remove accumulated sand and silt
- ☐ Flush pipe lines, check valves and repaint with special noncorrosive paint, if necessary

#### **VENTILATION and EXHAUST FANS**

- ☐ Check bearings and lubrication, removing excess oil
- ☐ Check alignment of belts and adjust slack, clean fan blades to prevent unbalancing of wheel and reduction of efficiency
- ☐ Check motors for clearance
- ☐ Drain and refill bearings and flush

#### **REGULATING OR REDUCING VALVES**

- ☐ Check seasonally to see that valve seats and disks are in good condition
- ☐ Repack valve stems and renew diaphragms if necessary
- ☐ Blow down balance pipes

#### **MISCELLANEOUS**

- ☐ Check all types of equipment in research laboratories, including steam and cooling coils, sterilizers, stills, ovens, steam chests, water heaters and similar items
- ☐ Clean all motors and see that dust is blown out, renew brushes and install new bearings if necessary
- ☐ Tighten terminal wires, check grounding, reface commutators or slip rings, also pulleys

#### **Removing Rubber Burns**

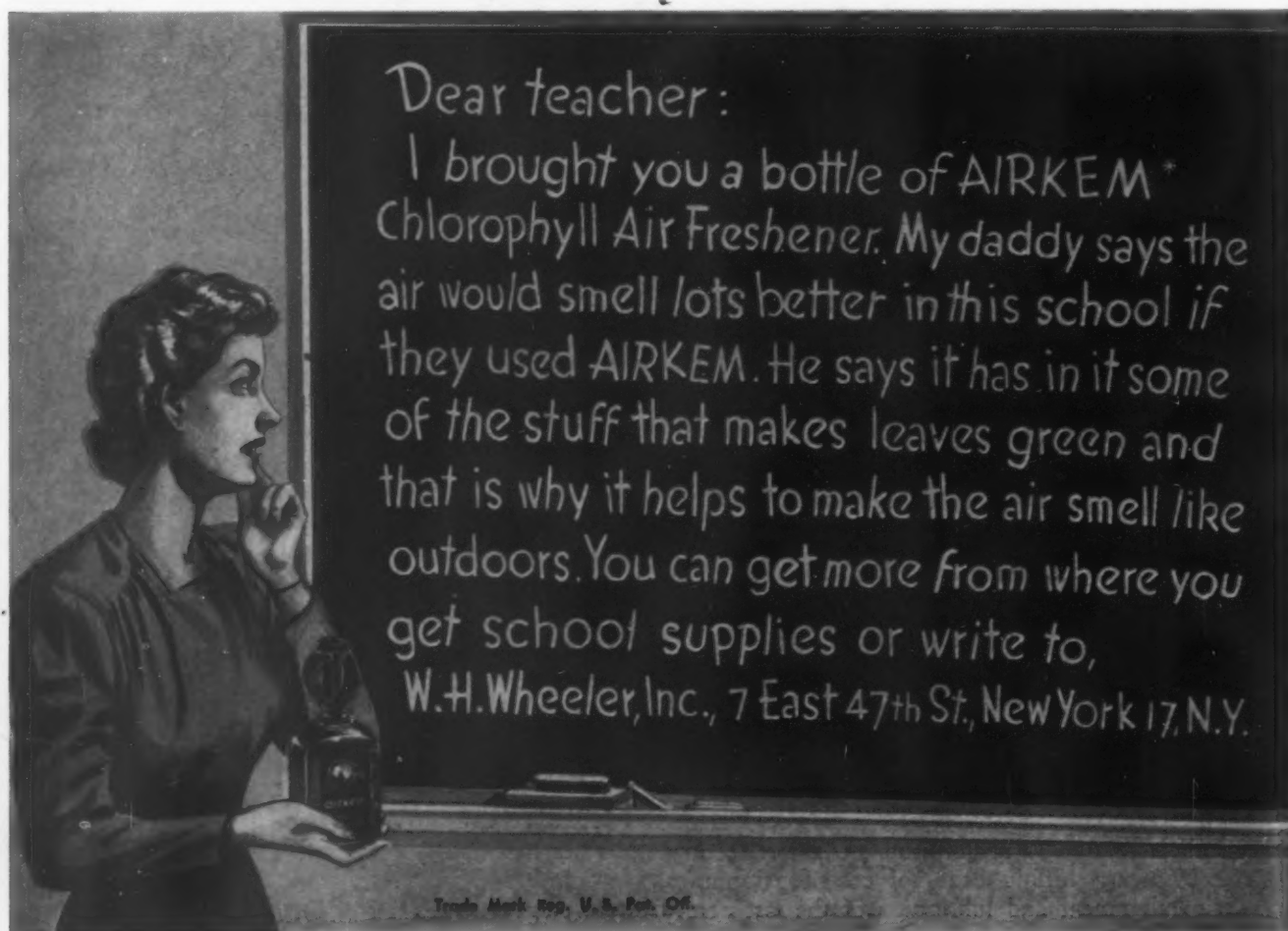
The following method of removing rubber burns from wood gymnasium floors has proved highly satisfactory. First, four large gunny sacks and a piece of felt,  $\frac{1}{4}$  inch thick and 18 inches square, are made into a mat, with the felt in the center. The mat is sewed together with strong cord, then trimmed to an 18 inch circle to fit the polishing brush on the floor machine.

The pad is wet with a rubber solvent which can be purchased from most of the firms selling school supplies. The mat is placed under the brush of the floor machine and the operation is the same as for scrubbing or polishing. As the mat dries out, it should be kept wet with the cleaner. A man with a mop and a pail of hot water to which a neutral cleaner has been added should follow the machine, as the rubber solvent is very slippery if it is not washed off immediately.

The coarse mesh of the gunny sack in the mat not only acts as a scrubbing brush but picks up sharp particles of gravel and grit. However, the gunny sack does not act as an abrasive; this would require a more closely woven cloth.

Two men using an 18 inch floor machine, a gallon of rubber solvent and a few pails of hot water cleaned a 70 by 80 foot gymnasium floor and had it ready to use in two hours. A few badly burned spots had to be touched up with fine steel wool but otherwise the machine did a fine job of cleaning.

The felt must be used in the pad as it acts as a wick and distributes the solvent evenly. This method is not recommended for floors other than wood.—CHARLES WELCH, F.M.E., Rochester, N. Y.



Dear teacher:

I brought you a bottle of AIRKEM<sup>®</sup> Chlorophyll Air Freshener. My daddy says the air would smell lots better in this school if they used AIRKEM. He says it has in it some of the stuff that makes leaves green and that is why it helps to make the air smell like outdoors. You can get more from where you get school supplies or write to,

W.H.Wheeler, Inc., 7 East 47th St., New York 17, N.Y.

Trade Mark Reg. U. S. Pat. Off.

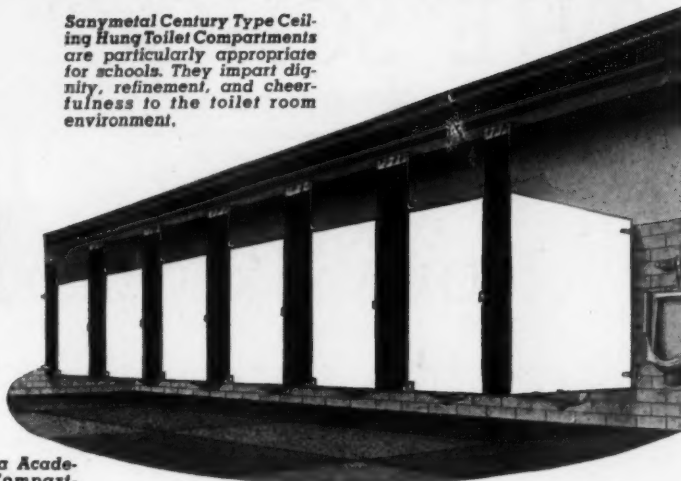
# Sanymetal\*

## "PORCENA"

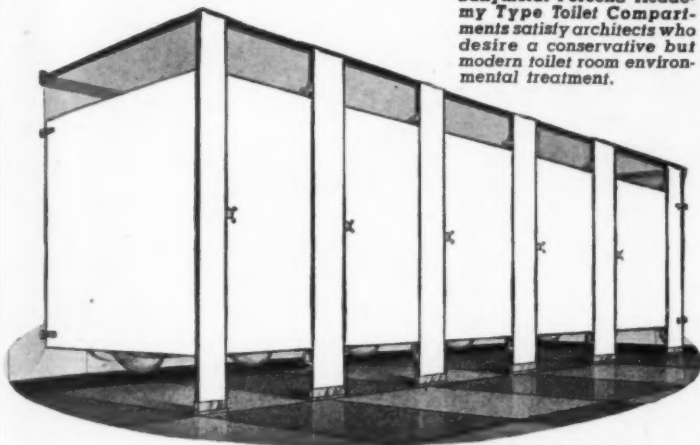
(Porcelain on Steel) TOILET COMPARTMENTS

possesses the natural structural strength of steel, not one sheet, but two 16-gauge sheets securely bonded on opposite sides of dense insulating core, strengthened by porcelain enamel (four layers on each sheet) which provides a non-porous, flint-hard, glass-smooth surface that is positively impervious to odors, acids and moisture.

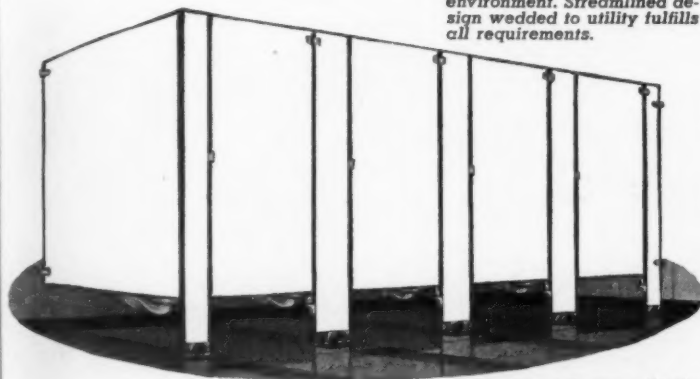
Sanymetal Century Type Ceiling Hung Toilet Compartments are particularly appropriate for schools. They impart dignity, refinement, and cheerfulness to the toilet room environment.



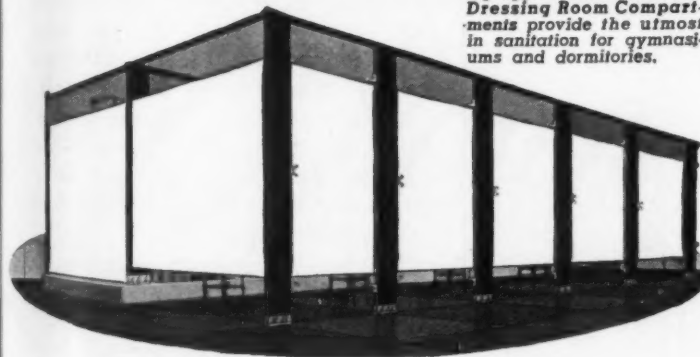
Sanymetal Porcena Academy Type Toilet Compartments satisfy architects who desire a conservative but modern toilet room environmental treatment.



Sanymetal Porcena Normandie Type Toilet Compartments impart a moderately streamlined effect to a toilet room environment. Streamlined design wedded to utility fulfills all requirements.



Sanymetal Porcena Academy Type Shower Stall and Dressing Room Compartments provide the utmost in sanitation for gymnasiums and dormitories.



## The "Silent Teacher" of Health and Cleanliness . . . .

• • • • is a toilet room that provides the utmost sanitation combined with convenience and an environment that lifts the mental attitude instead of depressing it. Who can say that the environment is less important than the plumbing?

Sanymetal "PORCENA" (Porcelain on Steel) Toilet Compartments help develop habits of health, cleanliness and respect in growing school children.

And it's so easy to improve your toilet room environment. Usually, your present plumbing fixtures need not be disturbed. In many instances, all that is needed is the simple installation of Sanymetal "PORCENA" (Porcelain on Steel) Toilet Compartments—glass-smooth, rust-proof, impervious to odors, moisture, ordinary acids, and having never-fade colors deeply imbedded in a flint-hard surface that discourages pencil marks and scratches, is easy and quick to clean, and eliminates expensive periodic repairs and repainting.

Ask the Sanymetal Representative in your vicinity (see "Partitions" in your phone book) for complete information. Write for file copy of Catalog No. 84.

**THE SANYMETAL PRODUCTS COMPANY, INC.**  
1693 URBANA ROAD • CLEVELAND 12, OHIO

Sanymetal Catalog 84 illustrates several typical toilet room environments as well as shower stall and dressing room suggestions.



# Sanymetal\*

\*Trade Mark Reg. U. S. Pat. Off.

## TOILET COMPARTMENTS, SHOWER STALLS AND DRESSING ROOMS



# THE SCHOOL CAFETERIA

CONDUCTED BY MARY D. GARMO BRYAN

## Norwalk Speeds Its Service

**A**T NORWALK High School our cafeteria is an important factor in the maintenance of pupil and faculty morale. We try to operate with a minimum of inconvenience to the "customers" because we know pupils will behave better if they get their food quickly and are given a comfortable place in which to eat it. We have 1250 pupils and teachers to serve.

Originally we had three lunch periods. One third of the school, about 400 pupils, went to lunch at the same time. Since we have but two serving lines, each line would serve about 200 people and the wait-

ing pupils would extend more than 100 feet away from the counter.

These long lines meant that a long lunch period was needed so that the tail-enders would have time to eat. Those who got their lunch first had time on their hands after eating and idle hands are soon given employment by his Satanic majesty.

The serving counters worked under pressure at the beginning of each lunch period and food on the serving tables would be cold by the end of each lunch period. The business of dismissing 400 pupils from the cafeteria while 400 new ones came in was never accomplished satisfac-

**ERIC C. MALMQUIST**

Principal, Norwalk High School  
Norwalk, Conn.

torily. Something different had to be done.

In 1938 we made a study of the system to locate the points which were causing trouble. We found that the worst feature was the one which gave those at the head of the line a thirty minute eating period while those at the end had as little as ten minutes after standing in line for twenty minutes. To correct this situation we set up a system by which nine groups would pass into the cafeteria at eight minute intervals. Each group would remain for twenty-four minutes and then return to its classroom.

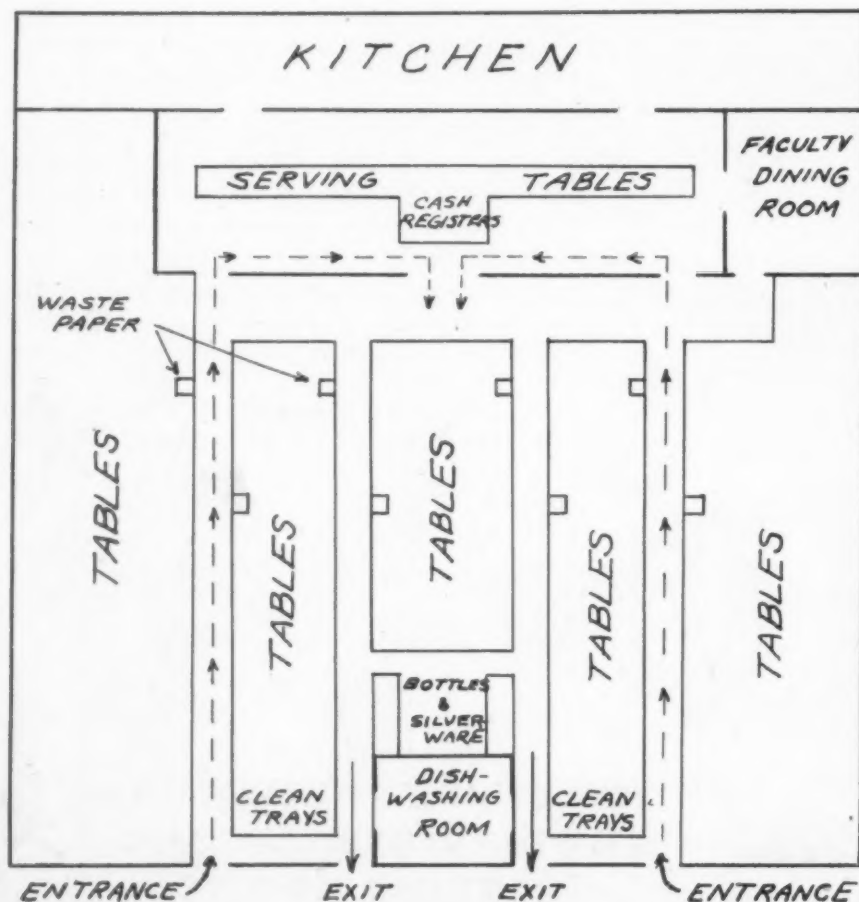
This plan materially reduced the length of the serving lines, gave the serving table attendants steady work and decreased the differential in eating time between the line leaders and the tail-enders. The waiting line was never long and the servers were never idle for more than a minute or two.

### Pupils Served in "Waves"

A "wave" of about four classes would enter the cafeteria every eight minutes, stay for twenty-four minutes and then leave. At any one time pupils from three different "waves" would be in the cafeteria. This gave children a chance to eat with those from other "waves" for eight or sixteen minutes and with their own "wave mates" for the full twenty-four minutes.

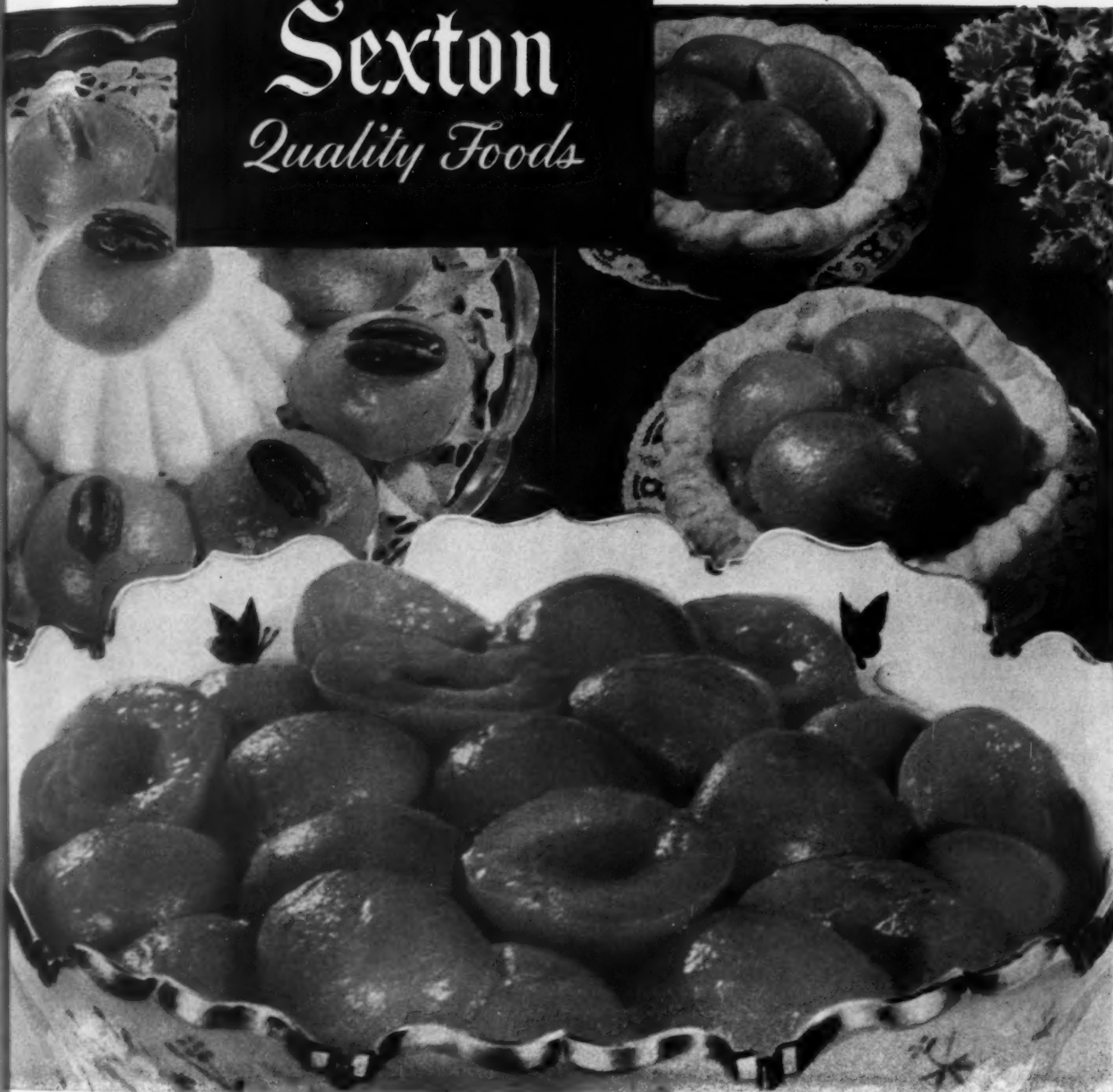
This was a big improvement over the previous system. Almost everyone had his food within three minutes of the time he entered the cafeteria. The serving improved so much that in spite of the shortened lunch period pupils had time for mischief after they consumed their food. We overcame most of this diffi-

NORWALK HIGH SCHOOL CAFETERIA



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# Chosen FOR YOUR TABLE



GOOD FOOD FOR  
PLEASED GUESTS

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JOHN SEXTON & CO. 1946



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May we assure you that every effort is being made to ship your requirements at the earliest possible moment.

Be sure and place Orders Now with your Dealer for future installations that you are planning.



**CRUSADER Stainless WARES**

LALANCE & GROSJEAN MFG. CO. WOODHAVEN 21, N. Y.



culty by reducing the "wave length" to seven minutes, giving each pupil twenty-one minutes from the time he left his class until he left the cafeteria to return to class.

A twenty minute lunch period could be obtained by having pupils take four five-minute "waves" for lunch. This would make the serving even steadier.

No bells are rung in the classrooms. Hungry boys and girls see to it that they leave on time. Teachers accompany their pupils to the cafeteria and return with them, but they eat in separate rooms. The "wave" system gives teachers a chance to see one another in the faculty dining room if their lunch periods coincide or overlap. Since departments are generally in the same "wave," department heads have a chance to see their teachers at lunch every day.

In making up the schedule of rooms that pass in each "wave" we take neighboring areas. This reduces the disturbance caused by people passing in the halls at odd times. Library pupils, band members, laboratory classes and shop classes are always scheduled at the beginning or end of the period so that pupils' classwork will be uninterrupted.

#### Use of Trays Required

Experience has taught us that the tables are kept cleaner if every pupil is required to take a tray and to keep his plates on the tray. This is necessary because every table space is used by at least three pupils during the lunch period.

We used to have trouble with boys and girls who dropped milk bottles either carelessly or intentionally to hear the others in the cafeteria give vent to a Sing-Sing howl. Now anyone who drops a bottle has to clean up the mess, pay for the bottle and carry his lunch from home for two weeks. Furthermore, he must eat his lunch in the classroom and keep out of the cafeteria. There are few "accidents" with milk bottles now.

While we discourage pupils from standing or needlessly walking about, we do permit them to carry their trays to the dishwashing room as soon as they finish eating. This gives the dishwashers a steady flow of work and relieves the congestion at passing time. A bell, at seven minute intervals, signals the time for passing from the cafeteria. Pupils

are not permitted to leave between bells. Occasionally someone goes out seven minutes early. We cannot check this but the offender corrects it himself next day because he has no place to go for seven minutes. He will arouse suspicion in the halls and the lavatories are not very comfortable.

Pupils may go to lavatories on their way to lunch and enter the cafeteria as late as they please. At the end of the lunch period, a pupil is allowed only two minutes to reach his classroom. This makes it impossible for him to do any errands on the return trip from the cafeteria.

It took a war shortage of manpower to teach us how to save work in the dishwashing room. We used to pass our loaded trays through a window. Now we sort our milk bottles into racks, paper into receptacles and silverware onto a tray before we deposit our tray and dirty dishes in the dishwashing room.

Occasionally a teacher whose fifth period is badly split by the lunch hour will want to have an uninterrupted period in class for an examination. This can be done easily by trading lunch periods with some other room for the day.

Pupils perform a large part of the labor. In return, they are paid in the form of lunch tickets which they use to buy their lunches. These workers eat with the other pupils during the twenty-one minutes allowed them. A worker who does not use all of his lunch tickets may cash them in at the end of the week.

One faculty member supervises the whole cafeteria. He seldom has to discipline a pupil.

We have not solved all of our cafeteria problems. We still have silverware stolen and paper is still dropped on the floor but we are satisfied that we have been able to maintain an even flow of pupils through the cafeteria with a minimum of inconvenience for all.

Our cafeteria director, Mrs. Ethel Mason, has been able to maintain a fine spirit of cooperation among the adult and pupil employes. She has done this by being willing to work at whatever job needs her help in an emergency. This attitude permeates the whole environment and even the meanest child in school is affected by it. Our beautiful murals have never been touched by a pupil in seven years. Our student body appreciates a good cafeteria and helps to maintain it.

### Use Potatoes to Save Cereals

The government is starting a potato campaign, asking consumers and those who serve the public to use potatoes in every conceivable form to help save all cereals used for human consumption. Potatoes are plentiful and their use will release cereals for famine relief.

The following recipes for the use of potatoes are suggested by the National Restaurant Association.

#### Potato Soup

Yield: 50 Servings,  $\frac{3}{4}$  cup each

- 4 pounds potatoes
- 1 medium onion
- 4 quarts boiling water
- 1 tablespoon salt
- $\frac{1}{3}$  pound butter or fortified margarine
- $\frac{1}{3}$  pound flour
- 6 quarts milk
- $1\frac{1}{2}$  tablespoons salt
- $\frac{1}{4}$  teaspoon pepper
- $\frac{1}{4}$  cup chopped parsley

Pare potatoes and onion and put through food chopper. Cook in boiling salted water. Make a white sauce

of the remaining ingredients. Combine potatoes and sauce. Add parsley and serve.—From "Quantity Food Service Recipes" by Wood.

#### Potato Scones

Yield: 2 Dozen

- 2 cups cold potatoes, mashed or sieved
- 2 cups sifted flour
- 1 tablespoon baking soda
- $\frac{1}{2}$  teaspoon salt, generous
- $\frac{1}{2}$  teaspoon baking powder
- $\frac{1}{4}$  cup butter
- $\frac{1}{2}$  cup sweet milk, generous
- 1 egg, well beaten

To the sifted flour add soda, salt and baking powder and sift into mixing bowl. Cut in shortening as for pie crust; mix in potatoes. Blend well. Combine egg with milk and add to mixture, blending thoroughly. Roll out about  $\frac{1}{4}$  inch thick on a lightly floured board. Cut into desired shapes. Place on greased baking tin, brush with melted butter and bake at 400°F. for fifteen minutes.—From the Bread Tray by Louis P. DeGouy.

# WASHINGTON NEWS

By EVA ADAMS CROSS, Special Correspondent

## Urges Speedy Action on S. 2085

S. 2085, which would provide educational facilities for G.I. training, must be enacted at the present session of Congress, Senator Mead declared July 2. The Senate education and labor committee has already approved the measure. Immediate action on the Senate floor is anticipated.

The measure authorizes the Federal Works Administrator to provide educational facilities for schools giving education or training to veterans by the use or re-use of surplus structures or facilities, including improvements, equipment, materials or furnishings. An appropriation of \$100,000,000 is asked for this purpose.

Introduced in the House July 3 was another bill to amend Title V of the Lanham Act to authorize F.W.A. to provide needed educational facilities, other than housing, to educational institutions furnishing courses of training or education to veterans under the G.I. Bill.

## Vocational Education Bill

S. 619, the vocational educational bill, which calls for an annual increase of \$16,150,000 over the present appropriation of \$14,200,000 has been passed by the Senate.

S. 619 provides additional federal grants in aid for stimulating the extension of the present program in vocational education in the following fields: agricultural education, home economics education, vocational education in trades and industry, vocational guidance, vocational education in distributive occupations.

The bill continues the present method of administering vocational education by states and local communities as previously provided in the original George-Deen Act. It does not provide for any additional funds for administrative purposes at the federal level.

## New Measures for Federal Aid

Introduced in the House June 7 was a bill to pay the states for certain losses sustained and to assist them in providing adequate facilities for public elementary and secondary education.

The measure calls for an appropriation not to exceed \$200,000,000 annually to compensate the states for losses sustained from a reduction of their taxable resources resulting from federal revenue laws and to increase the facilities for public elementary and secondary education. States would pay all administrative costs of distributing the funds allotted

and state agencies would receive and distribute such funds. At least 60 per cent of amounts made available to a state would be for raising teachers' salaries.

A bill was introduced recently in the Senate to authorize the Veterans Administration to reimburse state and local agencies for expenses incurred in rendering services in connection with the administration of certain training programs for veterans. The bill would authorize the use of Veterans Administration money as a sort of grant in aid to the state agencies for performing supervisory service in on-the-job training.

Senator Morse in introducing the bill declared that at present a school district or a state apprentice training department or vocational department must pay out of school funds or state funds for the costs of supervising on-the-job training.

## Legislation of Interest to Schools

The first appropriation under the *National School Lunch Act* (Public Law 396) amounts to \$75,000,000 for the fiscal year beginning July 1.

The Senate unanimously passed July 3 the Healy Bill for continuing *child care centers* in Washington, D. C. The Senate shifted the responsibility for the centers from the board of education to the board of public welfare. The District commissioners have sharply criticized the bill and may try to persuade the President to veto it.

The *National Science Foundation Act* passed the Senate and went to the House July 3. S. 1850 would establish the foundation as an independent government agency which would make grants to the states, based on population, for scientific scholarships. It could also enter into contracts with universities and other institutions for conducting research. It would be headed by an administrator who would be paid \$15,000 yearly. The measure does not authorize the appropriation of any definite amount.

The *Public Library Demonstration Bill* has been reported favorably to the Senate by the education and labor committee.

It is expected that the *amended S. 181, Federal Aid to Education Bill*, will come up for action on the floor of the Senate almost any day.

The *Minimum Wage and Child Labor Bill* is under consideration by the House.

## Educational Benefits to Veterans

Representative Morrison introduced two bills June 24. One would extend educational benefits granted to veterans of World War II by Part VIII of Veterans Regulation Numbered 1 to vet-

erans now ineligible for such benefits on account of age. The other would provide that disabled veterans of World War II who elect to receive the educational benefits granted by Part VIII of Veterans Regulation Numbered 1 receive the entire subsistence allowance provided by such part.

## Pay Rises Proposed for D. C.

Senator Hoey introduced June 20 a bill proposing a flat increase in the pay of District of Columbia school teachers and officers of \$450 annually. This proposal is a compromise measure between a \$600 rise recommended by school authorities and a 14 per cent increase favored by the District commissioners.

Meanwhile Senator McCarran, author of a sliding scale pay rise bill for District teachers, has introduced a revised bill calling for increases ranging from \$550 to \$950.

## Draft Extension Settled at Last

The Selective Service Act after a lot of pushing around in stormy conferences was extended June 25 for nine months to draft men in the 19 to 45 age bracket. President Truman signed the bill. The measure terminates Selective Service March 31, 1947. A companion bill hikes the pay of all enlisted men.

The compromise measure clears the way for the release of inducted fathers after August 1 and men eighteen months in service after October 1. It makes no provision for a draft "holiday" but the War Department has already granted a two months' respite on inductions. There is no mention of exemption for scientists and technological students.

## Less Paper Work for Schools

Schools and colleges will have to fill out only one form for subsistence allotments next fall when new student veterans arrive, the Veterans Administration announced June 14. This simplified form no longer contains technical questions as to the cost of the course, the probable cost of books and similar queries. The new form will be the only instrument required by the V.A. to resume subsistence payments to veterans.

## New York Provides for Veterans

New York State, through an arrangement with the navy and the War Assets Administration, is leasing for the nominal consideration of \$50,000,000 the Sampson Naval Training Station, together with any needed personal property located on the premises, for the operation of educational facilities for approximately 15,000 student veterans. The Associated Colleges of Upper New York under a board of trustees composed of 10 New York college presidents will operate the facilities.

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By arrangement with the J. Arthur Rank Organization and the Religious Film Society of Great Britain, Filmosound Library has acquired distribution rights in the U. S. and Central and South America for approximately 200 educational and religious films.

## **"Two Thousand Years Ago"**

Five 2-reel sound films, a new and beautiful series, portray vividly life in the Holy Land during the 1st Century. They are topical films, certain to be welcomed as Biblical background material by every faith.

## **Two Famous Tolstoy Stories**

Longer, dramatic films of two stories by Count Leo Tolstoy. "Where Love Is, God Is" tells of a bereaved father brought back to faith in God and man by Bible reading. "What Men Live By" relates the regeneration of a fallen angel through the influence of a fundamentally good man.

## **Social Discussion Films**

Two non-Biblical films — excellent discussion subjects for groups and classes: "Unseen Power," on social change; "The Silence," on personal morality.

## **New Recreational Films, Too**

Fine, late British entertainment films will also soon be available in a steady supply, through a Filmosound Library arrangement with the J. Arthur Rank Organization. "Mr. Emmanuel," "Seventh Veil," "Colonel Blimp," "Blithe Spirit," and others will enrich our library of worth-while recreational films after fair clearance from their present theater runs.

For complete information, write Bell & Howell Company, 7155 McCormick Road, Chicago 45; New York 20; Hollywood 38; Washington 5, D.C.; London.

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### President's Reorganization Plans

The House expenditures committee rejected Mr. Truman's reorganization program for the federal government which included his recommendation for a new cabinet post, a department of welfare.

The President's Reorganization Plan 2 called for the transfer of the Children's Bureau and the vital statistics functions of the Census Bureau to the Federal Security Agency. With the Office of Education and the Public Health Service already a part of F.S.A., Plan 2 would lay the groundwork for departmental status.

Under the Reorganization Act of 1945, however, the President's recommendations will become law within sixty days, July 16 being the deadline, unless both Houses adopt resolutions expressing disapproval.

### Sugar Rationing Still in Effect

All phases of the sugar rationing program continue in effect, Paul A. Porter, Administrator of O.P.A., announced July 1. Institutional as well as other users are advised to retain unused ration evidence and records in their possession.

No change has been made in sugar rations to be granted institutional users for the July-August allotment period. Allotments to provisional allowance users—those putting up fruits and vegetables—are also unchanged from those granted for the second quarter.

### Surplus Real Property a Bargain

The board of public instruction of Dade County, Florida, has just acquired a piece of surplus real property at a discount of 100 per cent on the purchase price, according to an announcement of the War Assets Administration June 28.

School authorities plan to use three principal buildings on the property as a vocational training school for returning veterans. The school enrollment is expected to amount to 500 or more annually.

Included in the sale are a site of about one acre and five buildings, two of which will be demolished. The buildings are structures of the industrial type. Located in a restricted residential district, they were erected for wartime use only.

### Deficiency Appropriation Bill

Passed by both Houses, a \$661,520,000 deficiency appropriation bill went to the White House for signature June 18. Some \$35,000,000 of this sum is intended for the bureau of community facilities of the Federal Works Agency for noninterest advances to communities to make plans and specifications for the construction of schools and other community facilities.

Awaiting the President's signature also on June 18 was H.R. 5796 which authorizes the Federal Works Agency to continue aid through June 30, 1947, for

the maintenance and operation of certain school facilities.

Limited assistance will go for another year to schools overtaxed through the influx of war workers. A sum of \$7,000,000 of funds already appropriated will be used for the aid of such schools but for maintenance and operation only.

### Organize Against Juvenile Crime

A national conference, sponsored by the federal government, will be held in Washington in September to take steps to combat teen-age crime.

Representatives of 12 federal agencies, including the Federal Security Agency and F.B.I., will participate, along with representatives of state and municipal governments, the bench and bar, educators and child welfare leaders.

The conference will:

1. Prepare plans for juvenile correctional institutions which will have neither the appearance nor the atmosphere of prisons or reformatories.
2. Consider minimum qualifications for probation and parole officers.
3. Study the possible improvements of juvenile detention facilities.
4. Prepare recommendations for improving police training.
5. Chart the setting up of community recreation facilities for youths.
6. Submit recommendations for construction of schools and playgrounds in federal, state and local building programs.
7. Chart the organization of community councils to coordinate local anti-juvenile delinquency programs.
8. Recommend legislation.

### New Procedures for Buying Surplus

New procedures went into effect July 1 for nonprofit schools buying surplus war property. The new plan eliminates considerable red tape and facilitates acquisition of items at site sales. Representatives of educational institutions now simply present at site or spot sales a letter of authority to purchase, stamped with the certification symbols of the school represented. The new system reduces paper work for this sort of buying to a minimum.

A school buying by mail will, on receipt of notices of offering, send three copies of a "firm commitment" to buy to the State Educational Agency for Surplus Property. It is necessary to state that funds are available for the purchases. The agency will place an order with W.A.A. encompassing the total number of "firm commitments" from educational institutions. If the orders can be filled in full, the school will be notified. It should then send two copies of a purchase order, stamped with the certification symbol, to the W.A.A. regional office serving the area.

In case of shortage, allocations will

be made to the state agency which, in turn, will notify interested schools of the quantities they may order.

### New PR 28

An amended PR 28, known as the bottleneck breaker, issued June 25, now grants CC ratings for emergency items needed for veterans' educational facilities. The Civilian Production Administration reserves the right, however, to limit the amount of a scarce material which a holder of a CC rating may order from one source of supply.

A proposed super rating, possibly a certified HH, is under consideration. It would be used to enable the Federal Public Housing Administration to convert 200,000 temporary dwelling units from service buildings and facilities for the use of veterans and their families at schools and elsewhere. Such ratings would cover something like 20 per cent of the monthly production of gypsum board, structural insulation board, laminated fiber board and concrete blocks.

The necessary lumber and millwork would be applied for with ordinary HH ratings which in cases of necessity could be expedited by directives.

The C.P.A. is now making provision for obtaining brick, tile and concrete blocks for unrated small quantity needs, such as minor maintenance and repair jobs. Amendments to directives 6 and 7 to PR 33 have effected this change.

### New Ceilings on School Furniture

To induce furniture manufacturers to resume production of schoolroom furniture, the O.P.A. had issued a "low end" incentive order for tablet arm chairs, side chairs and tables, in all of which there are shortages. This action became effective June 18. Manufacturers of the three basic items could increase ceiling prices by 20 per cent or up to stated cut-off prices, whichever were lower.

The cut-off prices for each item are: tablet arm chairs, \$5; side chairs (teachers' or pupils') \$3.50; tables, 48 by 20 inches, plain, \$8, and with two drawers, \$9; 60 by 20 inches, plain, \$9, and with three drawers, \$10.25; 72 by 20 inches, plain, \$10.75; four drawers, \$12.75.

### Softwood-Plywood and Lumber

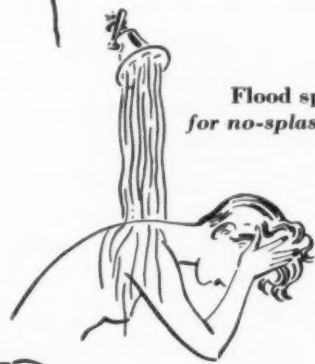
The Civilian Production Administration has eased its regulation of softwood-plywood so that a portion of this item may flow into additional essential civilian and military uses and into veterans' hospital construction. Distributors must still set aside 75 per cent of softwood-plywood but, in addition to certified orders, they must honor any type of rated order against this reserve. Also, the set-aside must be held for only thirty rather than sixty days. There will be the same "free supply" of lumber, hardwood flooring and millwork.



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Needle spray for stimulation!



Normal spray  
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Flood spray  
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Water Pressure Pounds	30	40	50	60
Ordinary 4" shower head				
Gallons per minute	9½	11½	13½	15
Anystream Self-Cleaning Shower Head				
G.p.m. Normal spray	6¾	7¾	8	9
G.p.m. Needle spray	3¾	5	6¾	6¾

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Anystream Shower Heads are heavily constructed for long wear with low maintenance. Even in areas where limestone and other impurities in the water cause clogging in ordinary showers, the Anystream feature keeps this head in perfect working condition. All that is required is an occasional turn of the adjustment lever to flood position so that the head may be washed out. For installations where the exposed adjustment lever is undesirable, key adjustment models are available.

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## NEWS IN REVIEW

### Five Year Plan for St. Louis

Failure to replace obsolescent school buildings during the depression and the embroilment of the board of education in political squabbles in the 30's have caused the St. Louis school program to bog down, dangerously, it is declared.

A five year program for modernizing the system has been submitted to the board by its special planning committee. This would cost \$65,264,917

and calls for 29 new elementary buildings, two new high schools, a new technical high school and extensive enlargement, replacement and renovation of other facilities. An administration building, two stadiums and a school warehouse costing about \$1,000,000 are included in the plans.

Because the legal debt limit of the board of education is \$40,000,000 the program finally adopted for a bond is-

sue will have to be scaled down. The secretary-treasurer of the board has stated that the present school tax rate of 89 cents on the \$100 valuation will have to be increased 33 cents in order to meet the cost of current operations over the next five years.

The new single salary schedule recently approved by the board will add \$150,000 to the budget next year and increasing amounts thereafter until the cost is stabilized in the fifth year at about \$800,000.

### Chicago Superintendent Resigns

As a result of the recommendations of the committee of five university heads appointed by Mayor Kelly of Chicago to investigate the school situation in response to public demand, Supt. William H. Johnson has resigned.

The committee in effect demanded the resignation of the entire board of education, with the provision that members could be nominated by a newly created committee on school board nominations. It recommended that this committee be made up of no more than 15 members representing civic and educational groups and that it be appointed rather than elected.

George F. Cassell, assistant superintendent in charge of high schools, who has been in the Chicago school system since 1912, has been named acting superintendent at a salary of \$15,000. Mr. Johnson has become vice president of the Chicago City Junior College at a salary of \$12,000 a year. As superintendent of schools, he had served as its president. The college has three branches.

Only one member of the school board followed Mr. Johnson's example by resigning. Others have retained their positions for various reasons and the mayor has not asked for their resignations. Nor has he succeeded in creating a new nominating committee, although he asked the five university heads who made the study of the school situation to serve on such committee.

Efforts in the meantime have been made to thwart public demand for the resignation of all board members. The city council, for one, refused to suspend its rules so as to permit immediate action on a resolution calling for these resignations. Instead, the aldermen sent the resolution to the same committee which last March "whitewashed" the public school administration of all charges made against it by the National Education Association.

### Reciprocity for Teachers Studied

A study as to whether or not the various states honor teachers' certificates from other states was undertaken recently by Supt. E. W. Jackson of the

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Because Seal-O-San penetrates deeper . . . fills all cracks . . . and covers the floor with a tougher seal, it keeps dirt from piercing the surface and getting a

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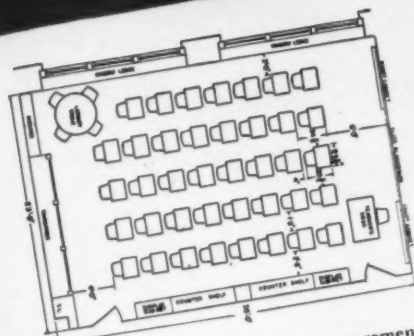
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**2. Intelligently informal schoolroom arrangement with "American" movable desks.**  
Makes the most of natural and artificial light.



*American Universal Better-Sight Desk No. 333*

## *New light on better sight...*

**E**DUCATORS everywhere know that better sight is a positive aid to more efficient study. That's why so many classrooms the nation over are equipped with American Universal Better-Sight Desks.

Embodying the latest advancements in the science of schoolroom seating, these versatile desks, with their sight-saving reading rest, promote healthful posture and help protect eyes from harmful glare and strain.

American Universal Better-Sight Desks are movable and they permit maximum utilization of natural and artificial light. They also make possible the flexible, individualized seating arrangements necessary for the independent study and concen-

tration stressed by modern educational methods.

They offer you many other important benefits, too. They make classrooms easily adaptable for various types of coordinated group activities, provide controlled informality, and facilitate quick, easy housekeeping.

In addition to Universal Better-Sight Desks, American Seating Company's complete line of quality school furniture includes Envoy Chairs, Desks, and Tablet-Arm Chairs; Universal Tables; Steel Folding Chairs; and Bodiform Auditorium Chairs. Our Engineering Planning Service offers you valuable assistance in solving your classroom seating problems. Write for complete information today.

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D. K. Lien, Supervising Principal

AMERY, WISCONSIN

The Glidden Company  
1901 East Hennepin Avenue  
Minneapolis 13, Minnesota

Gentlemen:

Our gymnasium-auditorium and connecting corridors have been painted with Spray-Day-Lite. Although we were somewhat skeptical of the final results when we first considered your school maintenance plan, the money-saving possibilities alone were sufficient to warrant our giving your plan a fair trial. Now that the first phase of our painting has been completed, we believe that we have solved a number of problems by following your suggestions.

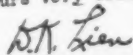
The color recommendation which you made gave us a variety of pleasing colors for every room in the building. We were particularly pleased to note that your color specifications conformed with the Wisconsin School Lighting Code and with the American Recommended Practice of School Lighting sponsored by the Illuminating Engineering Society and American Institute of Architects. Several bad conditions of glare -- especially in the gymnasium -- have been corrected with paint.

With Spray-Day-Lite and spray painting equipment, we will be able to schedule our maintenance painting on a workable year 'round plan, carry the costs in a normal budget, and accomplish the work with a degree of speed and skill heretofore deemed impossible.

In this instance, our willingness to try out a new idea will undoubtedly result in some lasting benefits to our system.

Your representative, Mr. Donald Johnson, has assisted us with color recommendations, cost and material estimates, and has trained two inexperienced workmen to do very skillful one-coat work with the equipment you furnished on our order. Mr. Johnson has the knowledge of school problems and the technical skill which would warrant our recommending him to other school officials who might be interested in developing or improving a maintenance program.

Yours very truly,



D. K. Lien  
Supervising Principal

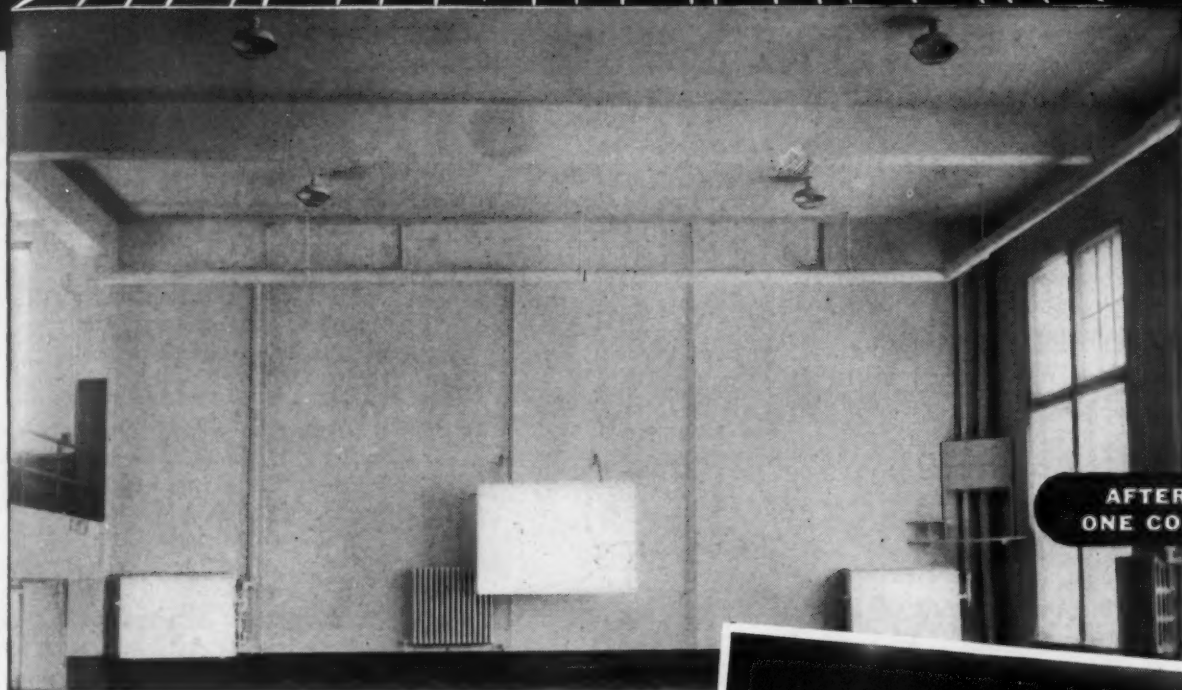
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All of the established advantages of famous GLIDDEN SPRAY-DAY-LITE are now offered you in BRUSH-DAY-LITE, especially formulated for brush application.

# Glidden

# SPRAY-DAY-LITE



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ONE COAT

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Available now in white and ten beautiful colors, SPRAY-DAY-LITE gives maximum light reflection and diffusion in an egg-shell finish that eliminates eye-straining glare. Whether sprayed or brushed, *it provides conventional two-coat results with only one coat—even over the dingiest surfaces. Washes like tile—lasts for years.*

Let us send you SPRAY-DAY-LITE Color Chart and new book, "Sight Perfection," on the strategic use of color in schools. Ask also for demonstration of SPRAY-DAY-LITE by a Glidden engineer. Just fill out and mail coupon at right today.



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- ☐ You may send your new SPRAY-DAY-LITE Color Chart showing the 10 beautiful shades and suggested color combinations.
- ☐ You may have representative call and demonstrate SPRAY-DAY-LITE in our premises without obligation on our part.
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A highly efficient, concentrated, odorless disinfectant. Non-toxic, non-irritating and ideally suited for general sanitary purposes.

TERAMINE when tested by the F.D.A. Method, U. S. Department of Agriculture—Circular No. 198, is guaranteed to have a phenol coefficient of 10 against *Eb. Typhosa* and a phenol coefficient of 15 against *Staphylococcus Aureus* (pus germs).

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Beaumont Independent School District, Beaumont, Tex. To a questionnaire sent to the superintendent of public instruction in each state, 44 replies were received. A report on the replies does not reveal the identity of the respective states.

To the question "Does your state honor teachers' certificates from other states?" no superintendent replied "yes"; 33 replied "no"; 11 qualified their answers.

To the question "Are you interested in a reciprocity plan whereby a teacher's certificate valid in one state will also be valid in all other states?" 13 superintendents replied "yes"; 22 replied "no"; 8 qualified their answers; 1 failed to reply.

The third question was: "Do you have any definite suggestions to offer in this connection?" It brought many replies of which the following are typical.

"Determine what preparation is best for the U. S. as a whole and then suggest that certificates be based on such preparation or its equivalent."

"Perhaps we could begin by having the teachers' colleges develop programs mutually exchangeable."

"Establish minimum qualifications, then permit states to add their special requirements."

"Through regional and national studies in teacher education we can approach a common understanding of minimum training."

### Discipline in Tacoma Schools

The school board of Tacoma, Wash., has adopted six new rules governing the conduct of disciplinary action and administration in the Tacoma schools. The rules, recommended by a special committee, have received the unanimous endorsement of the children's parents.

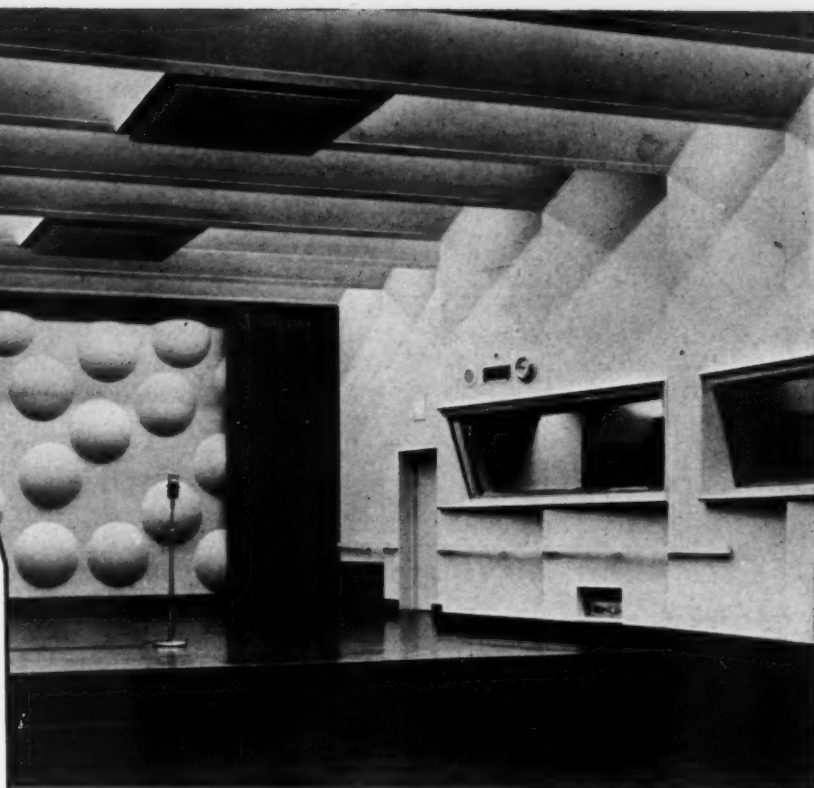
The rules are the result of an investigation by a committee of school directors and parents of the policies of Principal C. A. Payne of the Gray Junior High School whose administration was challenged recently by strikes of pupils and by a number of parents. The adoption of the rules, the school board explains, is not meant as an affront to Mr. Payne, who will continue as head of the Gray school, but is intended to make the board's policy clear to all school heads in the city. The rules are as follows:

1. "Spat lines," in which pupils administer corporal punishment in any form upon other pupils, are not permitted.

2. Corporal punishment shall be administered only by the principal or, on rare occasions, by persons authorized by him after parents have been notified.

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*A broadcasting studio at NBC, Radio City—one among many hundreds of studios using Johns-Manville Acoustical Materials and Sound Control Experience.*

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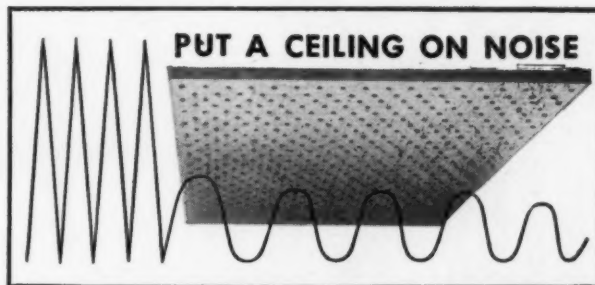
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Johns-Manville maintains a staff of trained engineers in the principal cities to make a study of your problems and give you specific recommendations for your particular job. This service is available without cost or obligation.

Once the proper treatment is determined, whatever the size of the job, the installation is handled by a competent organization of J-M acoustical construction engineers equipped to do the work rapidly, economically, and with a minimum of inconvenience.

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*Pioneers in*

**Sound Control**



fied that such punishment is called for.

3. When pupils are suspended, a written or telephoned notice shall immediately be given parents and sent to the superintendent. The latter alone, with the approval of the board of directors, has the legal right to expel pupils permanently.

4. All schools shall be encouraged to enrich their offerings of extracurricular activities.

5. Groups selected for student body government shall operate on the basis of friendly service.

6. The guidance function of teachers

and administrators shall be stressed to the end that pupils will recognize the sincere interest which teachers and parents have in their success and happiness.

## SALARIES

### Same Pay for Whites and Negroes

White and Negro teachers alike in the schools of Fort Smith, Ark., will receive salaries during 1946-47 based on the following schedule: less than 60 college hours, a minimum and maximum of \$1200; two college years, a minimum

of \$1200 with three annual increases of \$50 each, to a maximum salary of \$1350; three college years, \$1300 minimum, four annual increases of \$50 each, to a maximum of \$1500; B. A. degree, \$1400 minimum, eight annual increases of \$50 each, to a maximum of \$1800; M. A. degree, \$1500 minimum, 12 annual increases of \$50 each, to a maximum of \$2100.

Teachers will also receive the following sick leave benefits: 60 college hours and two years of service in Fort Smith schools, five full days' salary; two college years and three to six years' service, 10 days' salary; three college years, seven to 11 days' service, 15 days' salary; B. A. degree, 12 to 16 days' service, 20 days' salary; M. A. degree, 17 days and more of service, 25 days' salary.

In addition, teachers in each group will be allowed 10 additional days with a deduction of only half the cost of the substitute. Reasons for absence include personal illness, death in family (not to exceed three days).

No allowance for absence is made for first year or temporary teachers. J. W. Ramsey is superintendent of schools at Fort Smith.

### Comparative Salaries in 14 Cities

High school teachers in the 14 largest cities in the country receive the following salaries, according to a recent survey made by the Civic Federation of Chicago.

	Med.	Min.	Max.
New York .....	\$4850	\$2498	\$4850
St. Louis .....	4100	1700	4100
San Francisco .....	4020	2424	4020
Chicago .....	3950	2350	3950
Cleveland .....	3750	1700	3750
Detroit .....	3630	2094	3630
Philadelphia .....	3500	2000	3750
Los Angeles .....	3470	2100	3470
Pittsburgh .....	3400	2000	3600
Baltimore .....	3400	1900	3400
Boston .....	3272	1928	3272
Milwaukee .....	3237	2137	3537
Washington .....	3200	2100	3700
Buffalo .....	2950	2150	2950

Comparative salaries of grade school teachers in the same cities are shown in the following table.

	Med.	Min.	Max.
New York .....	\$3740	\$1952	\$3740
Detroit .....	3450	2094	3530
San Francisco .....	3156	1920	3156
Los Angeles .....	2980	1900	2980
Milwaukee .....	2937	2037	3237
Cleveland .....	2910	1640	3030
Chicago .....	2850	1850	2850
Washington .....	2800	1900	3300
Philadelphia .....	2700	2000	3050
St. Louis .....	2700	1700	2800
Pittsburgh .....	2600	1400	2700
Buffalo .....	2550	1750	2550
Boston .....	2504	1448	2504
Baltimore .....	2500	1600	2600

# PEABODY'S "CLASSIC"

## LINE OF STEEL FRAME SEATING BRINGS

*New Beauty to Class Rooms  
New Comfort to Pupils . . .*



No. 203

"Classic" Chair—Light Weight Steel Frame—Easy to Move—Sturdy.

We're proud of the graceful lines our designers have worked into our new "Classic" line of school seating. We believe the beauty of this light-weight, pressed steel frame seating will make classrooms considerably more attractive, as well as more efficient.

Notice the posture-fit, floating plywood back rests. They adjust automatically to give each pupil proper back support. The seats are also restful plywood and are designed for utmost comfort. Pupils will like Peabody Classic Seating because of the roominess and unusual comfort it provides.



No. 201

"Classic" Steel Frame Movable Chair Desk—Duo-Adjusting Top.



No. 202

"Classic" Steel Frame—Movable Tablet Arm Chair—Roomy—Comfortable.

All "Classic" Seating has sanitary foot closures that eliminate collection of dust and dirt.

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## Teaching Living Democracy with 16 mm. Sound Films

Today—in a chaotic world, there is an urgent need for teaching the meaning and worth of democratic institutions. Educators say there is no better way of doing this than through 16 mm. sound films that bring living demonstration to words—that show democracy in action in terms that young minds can understand and remember. Modern audio-visual aids are more than a means of increasing fact retention... they are the ideal means of creating a real understanding of social relationships.

...In this task of bringing the world to the classroom, the new Amprosound 16 mm. projectors offer many advantages. To appreciate the great strides made recently in 16 mm. sound projection—ask your Ampro dealer for a *demonstration* today!

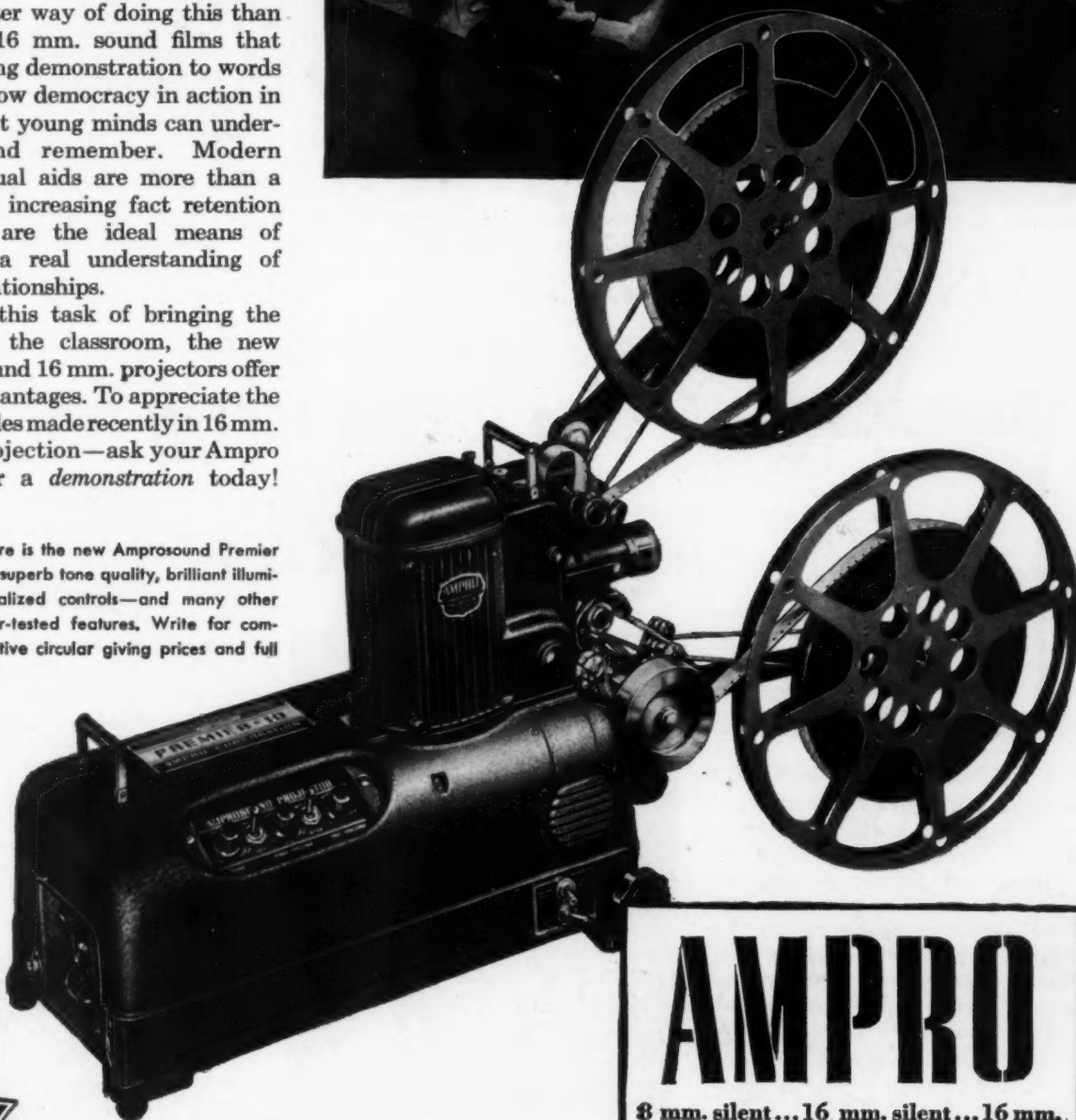
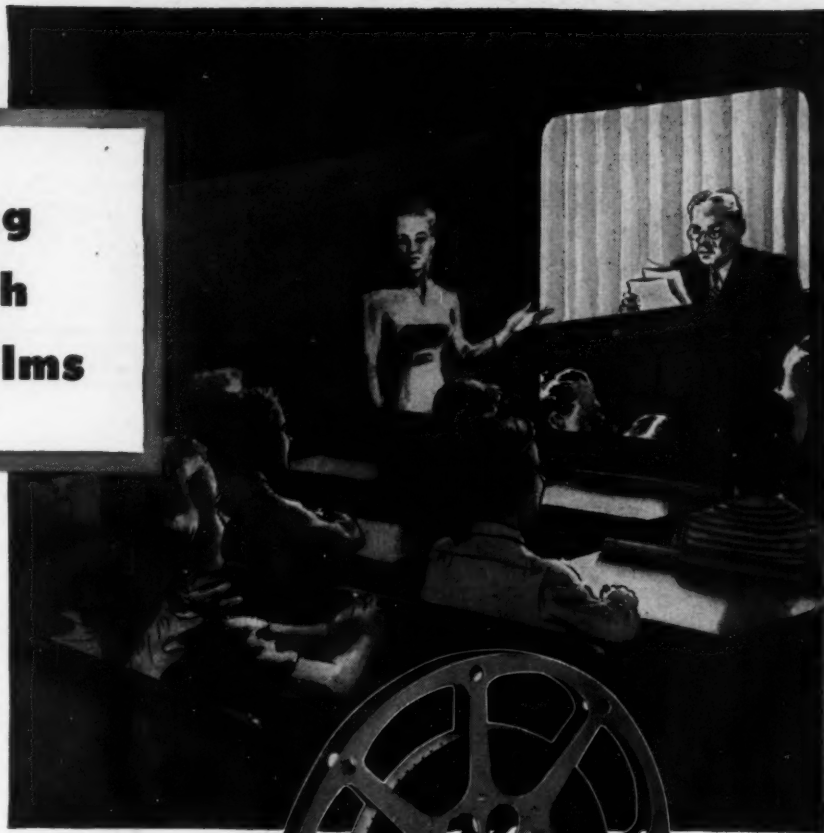
Illustrated here is the new Amprosound Premier 10—offering superb tone quality, brilliant illumination, centralized controls—and many other exclusive war-tested features. Write for complete descriptive circular giving prices and full details.

The Army-Navy "E" has been awarded to Ampro for excellence in the production of 16 mm. motion picture projectors.



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## MEETINGS

### Air-Age Education Congress

The World Congress on Air-Age Education will be held August 21 to 28 at International House, New York City, for the purpose of considering how aviation can contribute to a peaceful and united world. This congress is an outgrowth of a meeting of representatives of major educational institutions in this country and abroad who recently met in New York to consider the problems of aviation education in peace time.

The meeting is sponsored by Air-Age Education Research in cooperation with a number of universities and colleges. Its primary function is to develop from the study of aviation progress and its social, economic and political concomitants the implications for education. Dr. N. L. Engelhardt Jr. is the director.

### National Safety Congress

The first postwar National Safety Congress and Exposition will be held in Chicago October 7-11 under National Safety Council sponsorship. Eleven meetings dealing with safety education at the elementary, secondary and collegiate levels have been planned for school and college delegates. There will be special meetings for physical

educators, home economists, school shop teachers and driver education teachers. Safety in school planning and maintenance and in school bus operation will be discussed.

The national committee on higher education will report on the work in safety education being done by the American Association of Teachers Colleges in cooperation with the National Safety Council.

## FINANCE

### State Aid for Building

The 1945 general assembly in Connecticut established the Public School Building Commission to administer an appropriation of \$2,000,000 to aid towns in building new schools. The commission has adopted the following principles for administering the fund: (1) consideration of projects providing for the elimination of one room schools; (2) elimination of hazardous conditions in present buildings; (3) replacement of old structures that are ill-adapted to housing modern educational programs.

The commission may grant aid to any town requesting it on a per pupil basis not to exceed \$150 and not to exceed \$50,000 for any one town. Only one project may be approved for a given town in a two year period.

Grants apply to buildings only, not to sites. Architectural plans for state-aided projects must be approved by the commission before aid is granted.

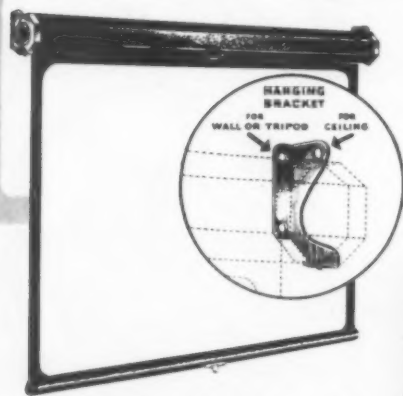
## INSTRUCTION

### Semantics at High School Level

An experimental course in semantics has been inaugurated at Theodore Roosevelt High School, New York City. "Honors" pupils in English in the second half of the tenth year, selected on the basis of excellence in technical English, in reading and expressional ability, have been enrolled in the course which deals with the psychology of language, the technics of persuasion, propaganda analysis, methods of scientific thinking, human relations as affected by language conditioning and the study of pupil opinion. The basic text for the course is "The Progress of Persuasion" by Clyde R. Miller, member of the faculty of Teachers College, Columbia University, and a co-founder of the Springfield Plan.

### Vocational School Program Planned

A threefold instructional program for a new vocational high school in Cincinnati was adopted recently by the education committee of the board of



The DA-LITE MODEL B Hanging Screen for classrooms is now equipped with the Octagon Case for *greater strength, durability, and fabric protection*. The screen rolls in and out of the case without scraping against the edge. The smartly designed end cap hangers assure proper balance and permit hanging the screen from the wall or ceiling, or paired tripods.

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**YES.** The famous DA-LITE CHALLENGER has a new, stronger, streamlined Octagon Case—a *patented feature* that prevents the fabric from being damaged as it rolls in and out of the case. Other features are "Slide-A-Matic" locking, Glass-Beaded fabric, ridge-top legs, safety-grip gooseneck, and folding metal handle. Ask your dealer about this sturdier, smarter looking Da-Lite tripod screen!



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"... effectively tell the desirability and advantages of playing a band instrument."

"... band leaders and school administrators will be very much interested."

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"The movement which you have started is definitely a needed one."



**FUN AND POPULARITY  
THROUGH MUSIC!**

"... of definite educational and constructive value to youth."

"... the comprehensiveness of their contents will stimulate interest in music activities from all angles."



*Music* THE EMOTIONAL  
OUTLET FOR YOUTH

"... both of these publications will be of material assistance in furthering the cause of music education."

"... they deserve the widest possible distribution."

● Your students, their parents and others in your community who are interested in school activities are reading and enjoying these two books. Thousands already have been mailed on request to students, parents, and to music educators and teachers! As a result, a new urge to "make music" is sweeping the country today, and many prospective "school musicians" in your area have their hearts set on joining the band and orchestra!

### These Valuable Books FREE to School Administrators

Mail the coupon, or send a post-card request, and we'll rush your free, complimentary copies at once, postpaid and without obligation. We believe you'll agree, after reading them, that these two books are "... of definite educational and constructive value to youth," and consequently deserving of wide distribution among all school authorities.

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#### ● "FUN AND POPULARITY THROUGH MUSIC"

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education. The program which will be submitted to the board for final approval provides for 60 day short term specialized courses, two year completion courses and four year courses.

#### Cadet Teacher Training Program

To meet the shortage in teachers, Ohio University at Athens has set up a cadet teacher training program to qualify students for four year provisional certificates. This step has been taken in furtherance of a plan recently announced by Clyde Hisson, state superintendent of public instruction.

Eighty girls will be admitted to the

intensive two year course in preparation for elementary school teaching in the state. Candidates must signify their intention of teaching in Ohio elementary schools under the state department's cadet four year provisional certificate. The University Elementary School facilities will be used.

### MISCELLANEOUS

#### N. Y. Area School Construction

More than one million dollars worth of school construction was approved in

New York City and vicinity from March 26 to May 30, the Civilian Production Administration announced June 28. The work costing a total of \$1,077,797 was performed on 28 schools. Three buildings valued at more than half a million dollars were new construction. The balance expended was for remodeling and repair.

#### Cleveland School Centennial

The 100th anniversary of the first public high school west of the Alleghenies, Central High School in Cleveland, was observed at a centennial reunion recently. The school occupied a church basement in 1846, when Cleveland was a city of 1600 families. Its first annual budget was \$750. Andrew Freese, the principal and only teacher, was paid a salary of \$500.

When taxpayers threatened to close the school because of its extravagance and illegal use of funds, its friends rushed a bill through the state legislature requiring the municipality to support a high school. The sum of \$5000 was paid for its first site which was later sold for a bank location for \$310,000.

Schoolmates in 1853 were John D. Rockefeller and Marcus A. Hanna. The school has many other famous alumni. Laura C. Spelman, later Mrs. Rockefeller, was graduated in the first class of 1855.

The building remembered by most alumni was built in 1878 and is still in use as Central Junior High School. The present \$1,300,000 high school, opened in 1940, has 1100 pupils.

#### Bromfield: "Education Has Failed"

Louis Bromfield, the novelist, who received an honorary degree from Ohio Northern University recently, told members of the graduating class that education has failed because of overspecialization, because our schools have suffered from lack of money and of moral support by the people and because of the academic blight which has always threatened education since the first cave man made pictures on his cave walls.

#### Negro Visiting Professor

Dr. Ira De A. Reid, chairman of sociology at Atlanta University, is to be visiting professor of Negro culture and education at the New York University School of Education next year. This is said to be the first time a Negro has been appointed to a full time professorship.

#### Correction

In the article describing the expansion program of the West View High School at West View, Pittsburgh, in the July issue, the joint authors should have been given as Charles Sorber and Joseph W. Hoone, architects.

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*towel service available for schools!*



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Protect your *student* records from **FIRE**



We say: **SAFE-FILES** are now available!

Fire strikes and destroys a school somewhere in the United States every 5 hours! Fire-proofing walls, roofs, floors, safeguards life — *con-*

*fines* fires—but the *contents* of “fire-proof” buildings can and do burn!

School officials agree on the importance of protecting pupil records—and the law of most States now requires that as public records they be safeguarded against fire hazards.

With needed materials once more available, we are again able to pro-

vide the *Certified* Fire Protection of Remington Rand Safe-Files.

Now you have convenient, accessible housing for student and other vital records without exposing them to possible loss. Should fire strike, your records will be as safe as banks and insurance companies keep *their* most valuable papers.

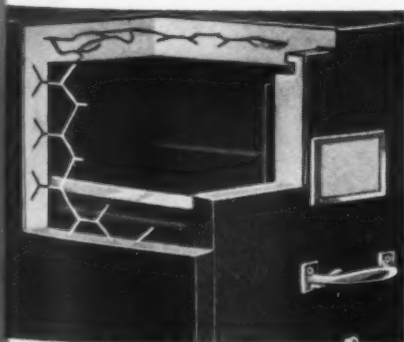
Ask our nearest Branch Office for full details about Safe-Cabinet Record Protection Products and Kardex Visible School Record Systems. Or send your inquiry to us in New York City.

SYSTEMS DIVISION

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**Safe-File** monolithic cast insulation provides certified, permanent protection against fire and impact. In many sizes and styles.

## Brazil Schools Named for Roosevelt

The Office of Inter-American Affairs here reports that a number of schools in Brazil have been named for the late Franklin Delano Roosevelt.

A campaign launched by an important Brazilian newspaper and radio network to have one public school in each state named for Mr. Roosevelt has received enthusiastic support by both educators and laymen.

In Rio de Janeiro, municipal authorities inaugurated a President Roosevelt School on the fourth of July. In São Paulo, the name of Colegio do Estado da Capital (the São Paulo State High School) has been changed to Colegio do Estado Presidente Franklin D. Roosevelt.

## For Student Government in Germany

The National Self Government Committee has presented plans to the State Department for introducing student self government and ten minute discussion groups into German and Austrian elementary schools as a means of teaching democracy in those countries. At the suggestion of the State Department the self government committee with offices at 80 Broadway, New York City, is now preparing information on successful student government programs in this country to be sent abroad.

## Coming Meetings

American Association of School Administrators, Atlantic City, N. J., March 1-6, 1947.

American Education Week, November 10-16.

American Federation of Teachers, St. Paul, Minn., third week in August.

Arkansas Education Association, Robinson Memorial Auditorium, Little Rock, November 7, 8.

Colorado Education Association, Denver, Pueblo, Grand Junction and Durango, October 24, 25.

Connecticut State Teachers Association, Hartford, Bridgeport, New Haven, October 25.

Food Service Directors' Conference, Hotel Sherman, Chicago, October 10-12.

Illinois Education Association, Elks Club, Springfield, December 26-28.

Indiana State Teachers Association, Hotel Lincoln, Indianapolis, October 24, 25.

Kansas State Teachers Association, Topeka, Salina, Hays, Garden City, Wichita, Coffeyville, October 31, November 1.

Maine Teachers Association, Bangor House, Bangor, October 24, 25.

Maryland State Teachers Association, Baltimore, October 18, 19.

Minnesota Education Association, Minneapolis, October 24, 25.

Missouri State Teachers Association, Hotel Muehlbach, Kansas City, November 6-9.

Montana Education Association, district conventions, Billings, Helena, Wolf Point, Kalispell, Great Falls, October 25, 26.

Nebraska State Education Association, district conventions, Lincoln, Omaha, Norfolk, Hastings, McCook, Sidney, October 24, 25.

New Jersey Education Association, Ambassador Hotel, Atlantic City, November 8-10.

New York State Teachers Association, house of delegates, Hotel Commodore, New York City, November 24-26.

Pennsylvania State Education Association, Hotel Penn-Harris, Harrisburg, December 26-28.

South Dakota Education Association, Sioux Falls, November 24-27.

Utah Education Association, Hotel Utah, Salt Lake City, October 10-12.

Vermont Education Association, Auditorium, Burlington, October 10, 11.

Virginia Education Association, Hotel John Marshall, Richmond, November 26-29.

Washington Education Association, regional convention-institutes, Spokane, October 4; Walla Walla, 7; Richland, 8; Yakima, 9; Sunnyside, 9; Wenatchee, 10; Seattle, 11; Bellingham, 14; Tacoma, 15; Centralia, 16; Vancouver, 17; Longview, 18.

Wisconsin Education Association, Hotel Schroeder, Milwaukee, November 7-9.

World Conference of Education Associations, The Homestead, Endicott, N. Y., August 17-30.

Wyoming Education Association, delegate assembly, Casper, October 11, 12; central northwest and northwest districts, Casper, October 3, 4; southeast district, Torrington, October 3, 4; southwest district, Rock Springs, September 27, 28.

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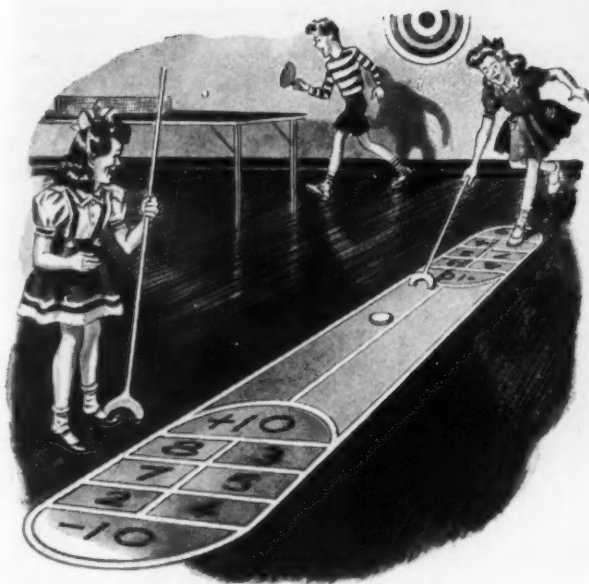
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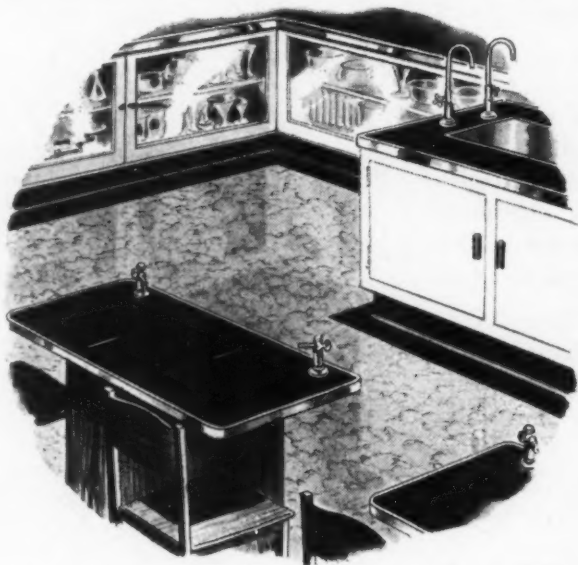
# 3 floor-planning ideas for your school



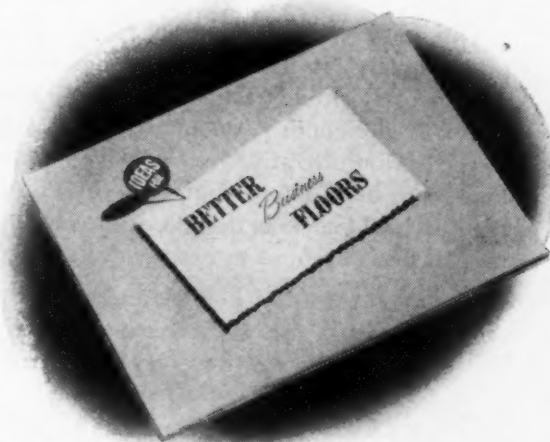
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### New Group of Idle Youths

Fewer employment opportunities are open to young workers today than existed a year ago, according to Katharine F. Lenroot, chief of the Children's Bureau, and there is no evidence of headway being made by the schools in regaining ground lost during the war when high school enrollments dropped by 1,000,000.

"We are now confronted with the possibility of idleness among the nation's youth, with thousands in the 14 to 17 year old group neither in school nor regularly employed," Miss Lenroot declares.

Young veterans are being given the preference in jobs that have a future. The high school diploma is regaining its prewar value as a job qualification. Many employers are raising age requirements and part time employment opportunities for in-school youths are shrinking. Furthermore, many employers are unwilling to take 17 year olds on jobs that require training because of the possibility of their being drafted.

These trends, says Miss Lenroot, are not as yet being offset by any special measures aimed at getting young people back in school or intelligently directed toward vocational opportunities.

## THIS YEAR

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### Superintendent's Book Shelf

**SCHOOL FIRES.** Prepared by the National Fire Protection Association, 60 Batterymarch Street, Boston 10. Pamphlet, 50 cents.

**THE MEASUREMENT OF UNDERSTANDING.** Forty-Fifth Yearbook, National Society for the Study of Education. University of Chicago Press, Chicago 37. 1946.

**PROBLEMS OF MEN.** By John Dewey. Philosophical Library, Inc., 15 E. 40th Street, New York 16, N. Y. 1946. \$5.

**SOCIAL SECURITY AND RELATED SERVICES IN MICHIGAN, THEIR ADMINISTRATION AND FINANCING.** By Claude R. Thorp, University of Michigan, Ann Arbor. 1946. Pamphlet.

**THE ROOTS OF AMERICAN LOYALTY.** By Merle Curti. Columbia University Press, Morningside Heights, New York City. 1946. \$3.

**GUIDES FOR COUNTY AND LOCAL STUDIES OF EDUCATION IN FLORIDA.** Sponsored by Florida Citizens Committee on Education, State Capitol, Tallahassee. 1946. Pamphlet, 35 cents.

**SCIENCE FOR DEMOCRACY.** Edited by Jerome Nathanson. King's Crown Press, Morningside Heights, New York. 1946. \$2.50.

**A COLLEGE PROGRAM IN ACTION.** A Review of Working Principles at Columbia College. By the Committee on Plans. Columbia University Press, New York City. 1946. \$2.

**DEVELOPING THE SECONDARY SCHOOL CURRICULUM.** By J. Paul Leonard. Rinehart & Company, Inc., College Department, 232 Madison Avenue, New York 16, N. Y. 1946. \$3.50.

**INTEGRATING HIGH SCHOOL AND COLLEGE.** By Leonard V. Koos. Harper and Brothers, 49 East 33d Street, New York City. 1946. \$3.

**SCHOOL PLANT NEEDS IN FREETOWN, MASSACHUSETTS.** Report of Survey by Center of Research and Service in Educational Administration, Peabody House, Kirkland St., Cambridge, Mass. 1945. Pamphlet.

**SCHOOL PLANT NEEDS IN DIGHTON, MASSACHUSETTS.** Report of Survey by Center of Research and Service in Educational Administration, Peabody House, Kirkland St., Cambridge, Mass. 1945. Pamphlet.

**FLORIDA UNDER FIVE FLAGS.** By Rembert W. Patrick. University of Florida Press, Gainesville. 1945. \$2.50.

**SUMMARY: BARRINGTON AND COUNTRY-SIDE SCHOOLS SURVEY.** Committee on Field Services, Department of Education, University of Chicago, Chicago. 1945. Pamphlet, 25 cents.

**KEY TO JAPAN.** By Willard Price. The John Day Co., New York City. 1946. \$3.50.

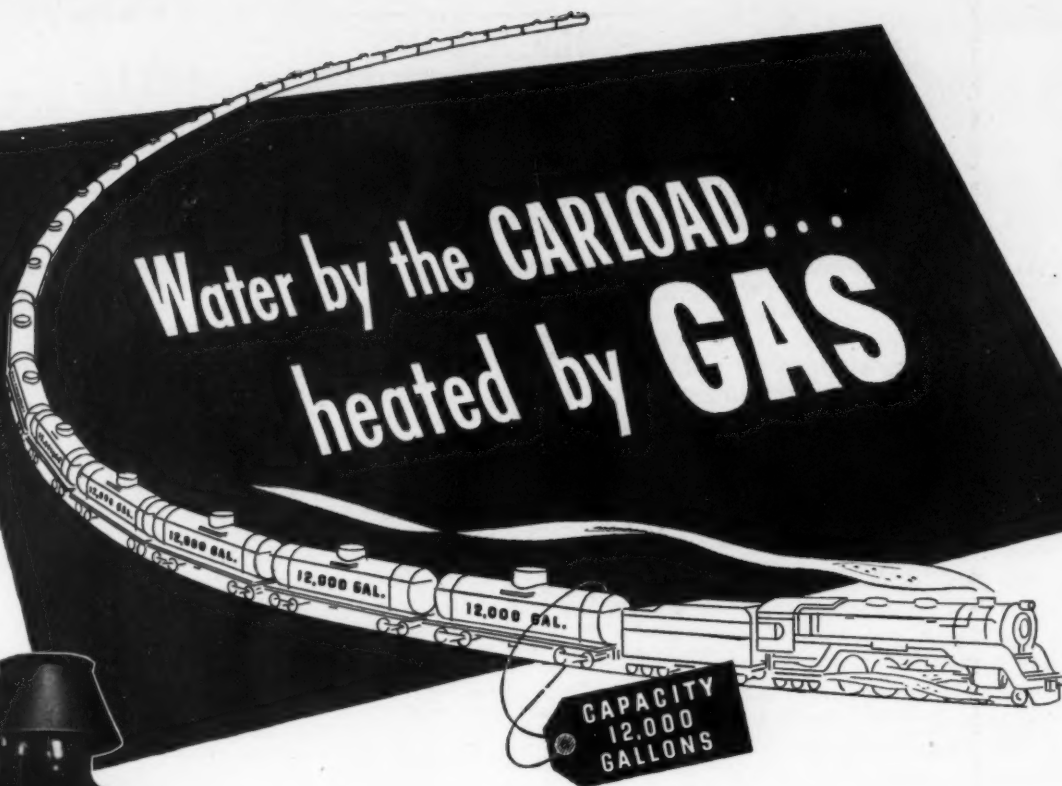
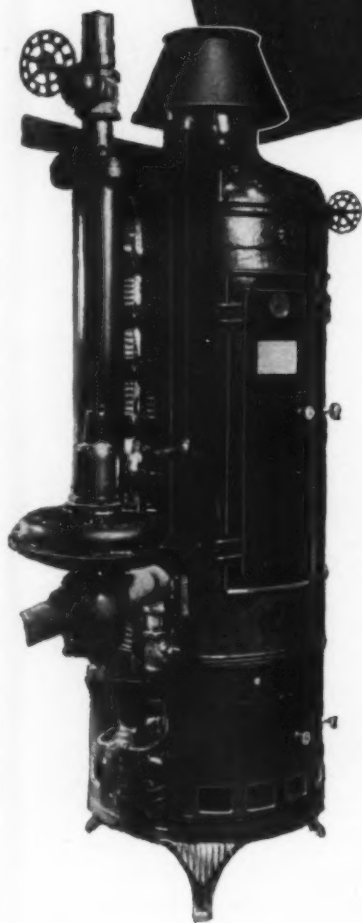
**THE MANAGEMENT OF YOUR GOVERNMENT.** By Harold D. Smith. Whittlesey House, McGraw-Hill Book Co., Inc., New York City. 1945. \$2.50.

**JUDICIAL DECISION AND PRACTICAL JUDGMENT.** By Morris Gall. King's Crown Press, division of Columbia University Press, 2960 Broadway, New York 27, N. Y. 1946. Pamphlet \$1.50.

**REPORT OF THE UNITED STATES EDUCATION MISSION TO JAPAN.** Submitted to the Supreme Commander for the Allied Powers. State Department, Washington, D. C. 1946. Pamphlet.

**WHAT . . . WHERE . . . WHY . . . DO PEOPLE READ?** University of Denver, National Opinion Research Center, Denver. 1946. Pamphlet, 50 cents.

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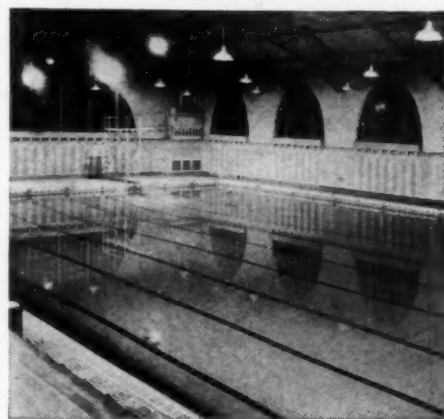
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## Korean Educators Here

A Korean educational commission has been sent to the United States to make a survey of educational conditions. After the survey is completed, the commission will make recommendations to the United States Military Government in Korea for establishing a long range cultural and educational program to meet requirements of the Korean people for training technicians in all phases of public life.

The commission is in the United States at the invitation of the State Department which has extended its services in assisting the Military Government in Korea to plan for Korean education.

## To Teach Guatemala Indian Boys

Eighty Indian boys, their ages ranging from 7 to 10, from every Indian zone of Guatemala, are enrolled in the first school for Indian children in that country. Besides being taught to read and write, the children are given free clothing, board and room. Two pupils are enrolled from each zone so that they can continue to converse in their provincial dialects while learning Spanish. Archbishop Mariano Rossell Arellano has opened the school and is conducting classes with the assistance of an Indian professor from Nahuala.

## PUBLICATIONS

**Cultural Centers in the Other American Republics.** By Dorothy Greene and Sherly Goodman Esman. A description of the growth of the cultural center idea and of the way in which the centers serve as channels for scientific and cultural interchange among American peoples. Publication 2503, Department of State. Washington 25, D. C.: U. S. Government Printing Office.

**What's Ahead for Me: My Occupation, My Marriage, My Education.** By Archie J. Bahm. A guidance pamphlet for young people, intended to stimulate thought rather than give answers, emphasizing sources of information regarding each area. Austin, Tex.: The Hogg Foundation, University of Texas.

**Accident Investigation Manual.** Revised edition, bringing up to date various data, such as accident statistics and case references; a standard training and reference book on traffic accident investigation. Evanston, Ill.: Northwestern University Traffic Institute, 1704 Judson Avenue. \$1.50.

**The A B C of Embroidery Stitches.** By Miriam Rodier. Second edition improved and enlarged. A 24 page booklet showing by means of drawings and simple explanations how to execute 24 practical stitches. New York 23, N. Y.: A B C Publishing Co., 336 West Seventy-First Street.

**Our Indivisible Economy.** By Benjamin H. Namm. A discussion of price control, the problem of compliance, presented at the distribution round table of the Chamber of Commerce of the United States.

**A Guide to Curriculum Improvement in the Junior High Schools of New York City.** By the Junior High School Curriculum Planning Committee. Shows how the schooling of a junior high school pupil may be made a vital educational experience by the utilization of new concepts and procedures. Brooklyn 2, N. Y.: Board of Education of the City of New York, 110 Livingston Street.

**More Than Tolerance.** A pamphlet telling what schools are doing to promote intergroup understanding, suggesting projects for teachers, outlining a community setup, with examples of programs used in various cities. Published by the N. E. A. Commission on the Defense of Democracy Through Education. Washington 6, D. C.: National Education Association, 1201 Sixteenth Street, N. W. 15 cents.

**All the Children.** Annual report of Supt. John E. Wade, New York City, in the form of a handsomely illustrated book describing the progress made by the schools in converting from a wartime to a peacetime basis and the programs at all levels, together with needs for the future. Brooklyn 2, N. Y.: Hall of the Board of Education, 110 Livingston Street.

**Music in the Elementary School.** A manual of music activities for kindergarten through the sixth grade, prepared under the direction of George H. Gartlan and providing aid and inspiration for teachers in the teaching of music as a subject which enriches the other areas of learning. A publication of the Board of Superintendents. Brooklyn 2, N. Y.: Board of Education of the City of New York, 110 Livingston Street.

**Your Stake in Collective Bargaining.** By T. R. Carskadon and S. T. Williamson. A discussion of the constructive value of collective bargaining for the general public as well as for employers and workers. Pamphlet 117. New York 20, N. Y.: Public Affairs Committee, Inc., 30 Rockefeller Plaza. 10 cents.

**Color Materials for Art Education in Schools.** Commercial Standard CS130-46. The standard accepted by the trade as its standard of practice for new production beginning Jan. 1, 1946. A guide to the purchase of color materials for art education in schools. Washington 25, D. C.: Superintendent of Documents, Government Printing Office. 10 cents.

**Division of Surveys and Field Services.** A description of the units of work undertaken by the division as it serves the cause of education, particularly in the South, with a list of its publications and field studies. Nashville 4, Tenn.: George Peabody College for Teachers.

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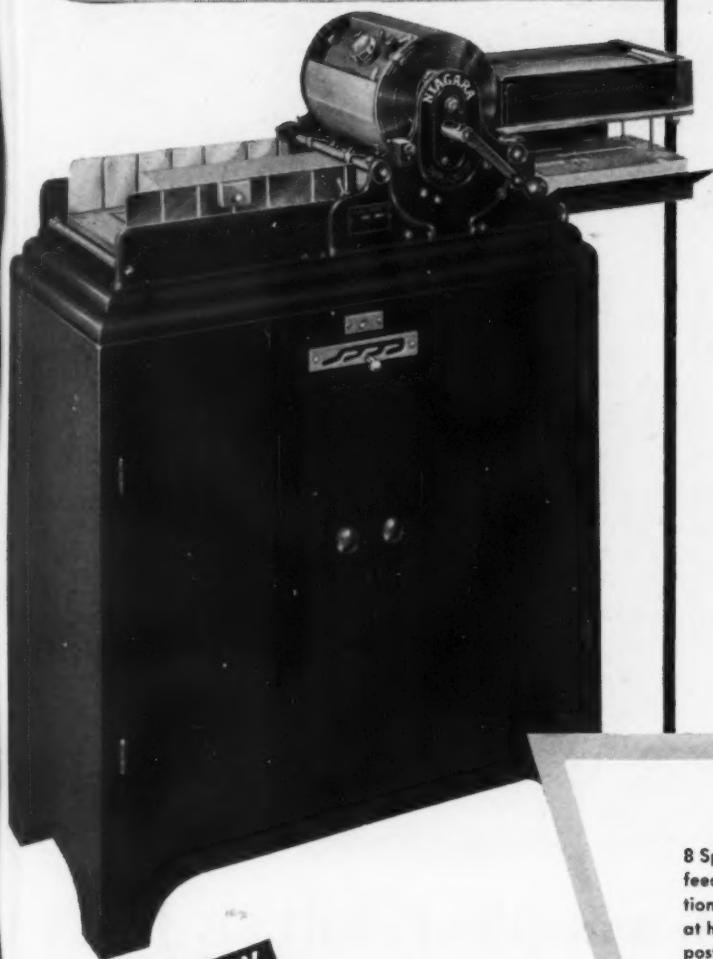


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## NAMES IN THE NEWS

(Continued From Page 50.)

**Henry L. Saville**, for twenty years principal of Axton Agricultural High School, Martinsville, Va., has resigned to become head of the agricultural department of John Randolph High School at Charlotte Courthouse.

**William Bolton**, principal of Stafford High School, Stafford County, Virginia, is retiring.

**T. E. Semle** who has been teaching in the junior high school at Bismarck, N. D., for the last sixteen years has been named principal.

**Thaddeus Hall**, principal of Southside School at Durham, N. C., has been appointed principal of E. K. Powe Junior High School, succeeding **S. G. Lindsey** who is retiring. **C. R. Baucom** has been named principal of Southside School, succeeding Mr. Hall.

**Delia H. Rogers**, assistant principal at the Faulkner School, and **Helen T. Dillon** of Beebe Junior High School at Malden, Mass., have been elected principals of the Faulkner and Leonard schools, respectively.

**Joe Rotella**, principal of Battlefield Park High School at Richmond, Va., for fifteen years, has resigned.

**Henry Cravey** of Milan, Ga., is the newly elected principal of the school at Dexter, Ga., and **S. N. Brock Jr.** has been elected to the same position with the high school at Dudley, Ga.

**Lynes H. Booher**, director of attendance of schools at Zanesville, Ohio, has been appointed principal of McKinley High School, Canton, Ohio.

**Blanche E. Hicken**, principal of Brown School, Manchester, N. H., since 1913 and in recent years also of Main Street School, has retired after fifty years of teaching.

**M. Luther Lausch**, supervising principal of the Peters Township Schools of Franklin County, Pennsylvania, has resigned to accept a similar post in the Exeter Township Schools of Berks County.

**Dudley Hare**, recently discharged from the navy and formerly assistant headmaster of the Buckley School in New York City, has been appointed principal of the Quaker Ridge School at Scarsdale, N. Y. He succeeds **Donald Clearwater** who resigned in April.

**Lester E. Foote**, high school principal, at Fountain Green, Ill., since 1921, has resigned to accept a position with a road construction company.

**Robert E. MacCarthy** has been elected principal of Hudson High School, Hud-

son, Mass., succeeding **Frances E. Rice** who is retiring.

**Earl F. Groner**, assistant principal of Stroudsburg High School, Stroudsburg, Pa., for nine years, has been promoted to principal. He succeeds **John S. Cartwright** who has been named superintendent at Carlisle, Pa.

**Richard M. Elsea** who has been with Grover Cleveland High School, Caldwell, N. J., since 1915 and principal since 1924 is retiring. His successor is **Thomas Edward Rutter**, now vice principal, who will take over his new duties in August.

**Gilbert C. Cooling**, principal of Barton High School, Barton, Md., for thirty-three years, has retired.

**Thomas Campbell Young**, for sixteen years principal of Ramsay High School in Birmingham, Ala., is retiring to become associated with the Penn Mutual Life Insurance Company. When the Ramsay school builds its new auditorium, it will be named for Mr. Young who has been the school's first principal.

**Philip C. Townsend**, principal at Castleton-on-Hudson, N. Y., has been named principal of the Cayuga Heights School, Ithaca, N. Y.

**Ellis E. Fischer** has resigned as principal of the Consolidated School at Har-



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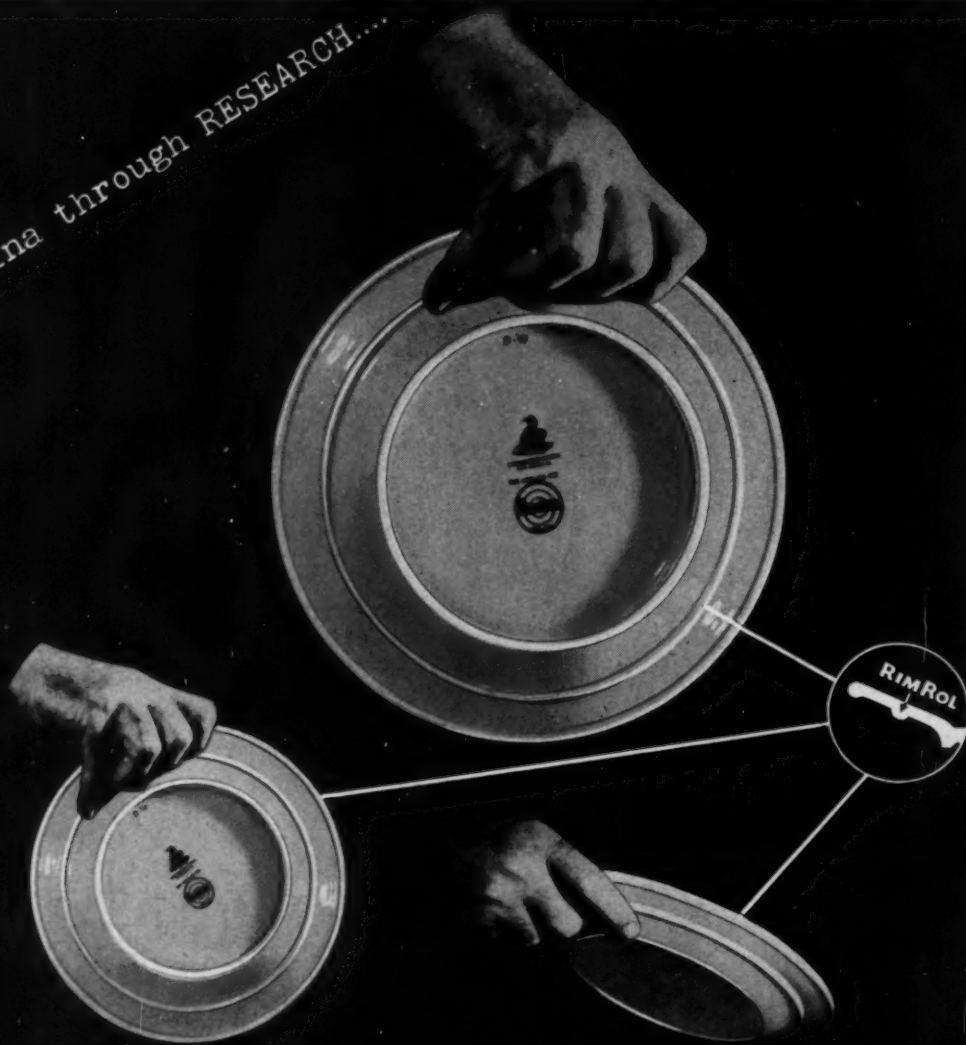
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court, Iowa, to become principal in the West Bend Public School, West Bend, Iowa. **William F. Cass**, mathematics and science teacher at Garwin, Iowa, will replace Mr. Fischer.

**Roland Van Slyke**, principal at Goodman, Wis., has been named principal of the Soldiers Grove schools, Soldiers Grove, Wis., to succeed **Curtis Chitwood** who resigned to enter business.

**Myron C. Myers**, assistant principal of the senior high school at Stillwater, Minn., has been promoted to principal.

**Pat Wear** has been elected high school principal at Earlington, Ky. He succeeds **Lloyd Barnard** who resigned to accept a school post in Georgia.

**Howard D. Weber**, former principal of Batavia High School, Batavia, N. Y., is now principal of the junior-senior high school at Lake Worth, Fla.

**F. Hamilton Whipple**, dean of boys at Scarsdale High School, Scarsdale, N. Y., has been appointed principal of Pelham Memorial High School, Pelham, N. Y.

**Lourn Ellingson** has resigned as principal of South St. Paul High School, South St. Paul, Minn., to become affiliated with a fuel company. He had been with the city schools for eighteen years.

**Milo Price** will not return to his post as principal of the high school at Plattsmouth, Neb., next year but plans to further his educational training.

**Frank Richards** has been named principal of Dickinson High School, Dickinson, N. D., for the coming year. He replaces **G. R. Shelby** who is retiring to enter private business in Montana.

**Col. Frank L. Meagher** has resigned as principal of Myron J. Michael School, Kingston, N. Y. At the age of 70, when he retires, he will have served as an educator in the Kingston schools for fifty-three years.

#### Miscellaneous

**William Gordon Saltonstall** has been appointed ninth principal of Phillips Exeter Academy. He succeeds **Lewis Perry** who has retired after thirty-two years as headmaster of the 166 year old school. Mr. Saltonstall, a graduate of Exeter in 1924, rejoined the faculty last fall after three years' service in the navy.

**Dr. Dabney S. Lancaster**, state superintendent of public instruction for Virginia, has resigned to become president of Farmville State Teachers College. **G. Tyler Miller**, formerly superintendent at Charlottesville, has been appointed state superintendent.

#### In the Colleges

**Capt. William W. Edel**, chaplain for the Boston Naval District, has been elected president of Dickinson College, Carlisle, Pa., succeeding **Dr. C. William Prettyman**. Historian of the Navy Chaplain Corps during twenty-five of his thirty years' service, Capt. Edel designed the "three way altar" for converting navy chapels for worship by Protestants, Catholics and Jews. He served as area chaplain of the South Pacific with headquarters at Noumea, New Caledonia.

**Dr. W. E. Shaw**, president of Illinois Wesleyan University since 1939, is resigning effective August 1. **Dr. Merrill J. Holmes**, now vice president, has been named Dr. Shaw's successor.

**Wilfred H. Ringer**, principal of the Brookline High School, Brookline, Mass., and past president of the National Association of Secondary School Principals, has been made professor of education in the graduate school, Tufts College.

#### Deaths

**Ronald Gleason**, former principal of Technical High School, Scranton, Pa., died recently at the age of 79.

**Herbert F. Smith**, supervisor of school accounting in the Michigan department of public instruction, was instantly killed in a traffic accident May 30.

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**A**N exceptional kindergarten attendance record, established in the St. Giles School, Oak Park, Ill., is attributed by the teacher and public health nurse to the germ-killing effect of the G-E Germicidal Lamps.

Records show only 290 total days absent for the 50 kindergarten pupils over a six months' period, while the adjacent first grade, with an enrollment of 43 children, but no germicidal lamps, experienced a total of 748 total days absent.

During the test period, two epidemics, one of influenza and one of measles, struck Oak Park. It is significant that but three kindergarteners contracted measles, while 21 first graders, in the classroom unprotected by germicidal lamps, caught the disease.

Germ counts taken in many schoolrooms repeatedly demonstrate that air-borne bacteria are killed by G-E Germicidal Lamps. These new lamps disinfect the air the children breathe—make it safe—keep attendance higher.



G-E Germicidal Lamps are similar in appearance to fluorescent lamps, but the tube is of special, clear glass. To get best results, germicidal lamps must be properly installed in correctly designed fixtures.



Write for free booklet.  
Address General Electric Company,  
Nela Park, Department NS-8, Cleve-  
land 12, Ohio, for a copy of "The  
Lamp That Kills Germs".

# G-E LAMPS

GENERAL  ELECTRIC





## in the film projection and sound reproduction of

HOLMES

### Sound-on-Film PROJECTORS

BECAUSE—you will quickly notice the unusual brilliancy of the pictures on the screen—the clear, true sound tones—the smooth, quiet operation of the Holmes machine. No eye or ear strain to see and hear with a Holmes.

# Holmes

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## FOR LONG-TERM SECURITY

*specify*

# DUDLEY LOCKS

School locks get more than their share of abuse. That's why long-lasting Dudley Locks for over two decades have been leaders in the educational field. Years of prankish carelessness affect them not at all. Precision manufacture and many years experience in meeting school locking problems assure your satisfaction when you write Dudley Locks into new or replacement installations.

Pick resistant Dudley Locks offer maximum protection for lockers, "lab" equipment, desks, cabinets and many other school uses. Available in built-in types with the masterkeyed feature as well as the two models illustrated. Call your Dudley representative, or write direct for complete details.



RD 2



P 370

# DUDLEY LOCK CORP.

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570 W. Monroe St.

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## Look to Medart for...

STEEL LOCKERS

STEEL LOCKEROBES

GYMNASIUM APPARATUS

BASKETBALL BACKSTOPS

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Whatever type installation you are considering, consult with Medart Engineers, first! Use of Medart planning and engineering facilities, entails no cost or obligation on your part... and you can rely on Medart Engineers for honest and unbiased analysis of your problems. Medart Sales Engineers are located in all principal cities.



**FRED MEDART MANUFACTURING CO.**  
3535 DE KALB ST., ST. LOUIS 18, MO.

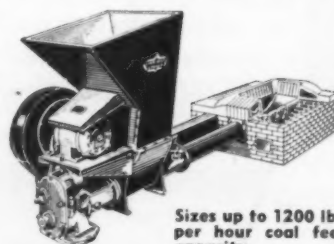
## Pay LESS for heat this winter

Fuel costs have been going up... but with Link-Belt automatic stoker firing you can more than counteract the economic situation by using lower-cost screenings burned more efficiently. And, you enjoy other advantages such as quicker heating, greater boiler capacity, uniform temperature or pressure, attendant relieved for other duties. Coal savings in most cases soon repay the stoker cost.

Write for illustrated  
book on stoker fir-  
ing giving size of  
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**LINK-BELT  
COMPANY**

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Sizes up to 1200 lbs.  
per hour coal feed  
capacity.

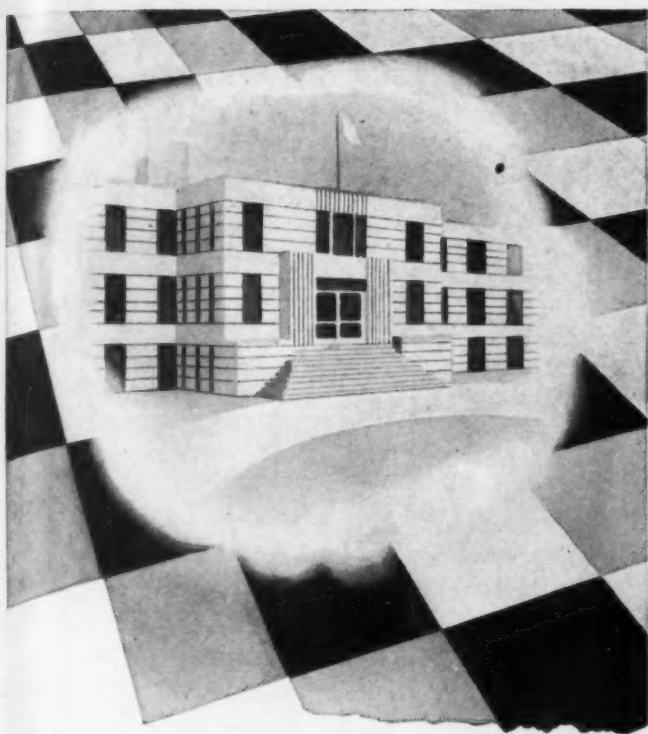
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Capacities up to 1200 lbs. per hour coal feed



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*The Modern Flooring  
For the Modern School*

• What will the school of the future be like?—It will be the school of your community's dreams. It will be a functional temple of learning, yet, one where beauty, good taste and sound values abound. And one thing is certain . . . Wrightflor will be in evidence, because it is the very essence of modernity. Constant research keeps Wrightflor up to date. It keeps Wrightflor a leader where the three requisites of flooring are concerned . . . long life, low maintenance and beauty that lasts.

And the characteristics of Wrightflor are present in Wright-On-Top Compression Base. This flexible wall base is installed under pressure, snugly fits the contours of the flooring to keep out dirt, water and insects. Wright-On-Top can be cleaned the same way as the floors. It keeps its new-looking appearance indefinitely, and never needs refinishing.

Although it may be some time before the school of your dreams becomes a reality, plan now on Wrightflor for beauty, convenience and economy. Right now, the demand for this modern flooring is ahead of the supply, but our increased production should make it available when you're ready for it. Consult your architect or contractor for details—or write.

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**WRIGHT RUBBER TILE**

*Flooring of Distinction*




**A POUND OF HAND PRESSURE  
PUTS 25 ON THE DRILL!**

• A new gearing principle does the trick. It transforms light pressure on the lever into a lot of drilling pressure on the twist drill for fast, accurate work. Precision made throughout of the very finest materials. Perfect for maintenance or school shop use. Made in sizes to fit several models of Portable Electric SKILDRILLS (Model "80" illustrated). Ask your distributor about a demonstration at your school.

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SUPER-GYM and SUPER-TURK  
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## BLEACHERS FOR SALE



Yes! We are building bleacher seating of all types. Since successful continuation of our business depends upon sales we greatly appreciate your orders.

However we find ourselves in the position of asking that you place a 1947 delivery date on your orders wherever possible.

By doing so you will cooperate in the conservation of critical items badly needed for the housing program.

So, unless additional seating is a MUST item on this year's program, let's all help each other by specifying 1947 delivery.

## LEAVITT CORPORATION

(Est. 1895)

208-218 Griggs St.

Urbana, Illinois

Sole manufacturers of **KNOCKDOWN** portable wood bleachers.

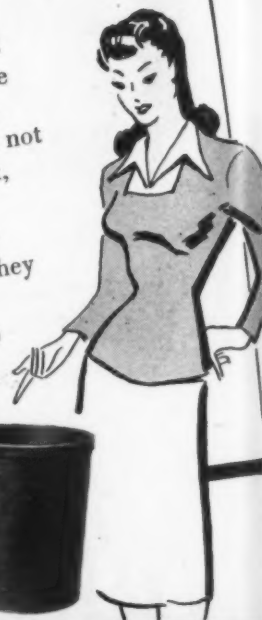
## VUL-COT WASTE BASKETS

TRADE MARK REG. U. S. PAT. OFF.

### ATTRACTIVE • DURABLE

5 Year Guarantee

WITH VUL-COTS, you cut maintenance costs and save money on waste handling. Unusually strong, they do not split, splinter, dent, crack, rust or corrode—last a lifetime with ordinary usage. Light in weight, they do not mar floors or furniture, are noiseless when handled.



NATIONAL VULCANIZED FIBRE CO.  
WILMINGTON 99 DELAWARE

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MEMORIAL TABLETS  
AWARD PLAQUES  
OF  
GENUINE SOLID BRONZE



**H**ONOR SCHOOL HEROES in handsome, imperishable International Solid Bronze. Wide choice of standard and custom designs. Estimates and special sketches cheerfully submitted. Superb workmanship, modest prices, satisfaction guaranteed. Write for Free Illustrated Catalogue N

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## PREVENTS NEEDLESS CLEANING AWAY OF WAX APPLICATIONS



*Sanax* was developed to provide a means of cleaning waxed floors without removing the wax. In fact *Sanax*, the cleaner with the wax base, not only cleans—quickly removing dirt, oil, and grease—but it *leaves* a thin film of wax.

The use of *Sanax*, when machine-scrubbing or damp-mopping to remove dust from waxed floors, will prolong the life of your wax applications and conserve your wax supply. With fewer applications required throughout the year, savings in labor costs also are effected. And *Sanax* is otherwise an economy—requires but two ounces to a gallon of water.

A neutral liquid soap made of pure whole vegetable oils, *Sanax* is safe for all floors but is especially recommended for linoleum, wood, tile, terrazzo, marble, and composition floors. Leaves a lustrous, non-skid finish. *Sanax* is put up in 1, 5, 30, and 55-gallon containers.

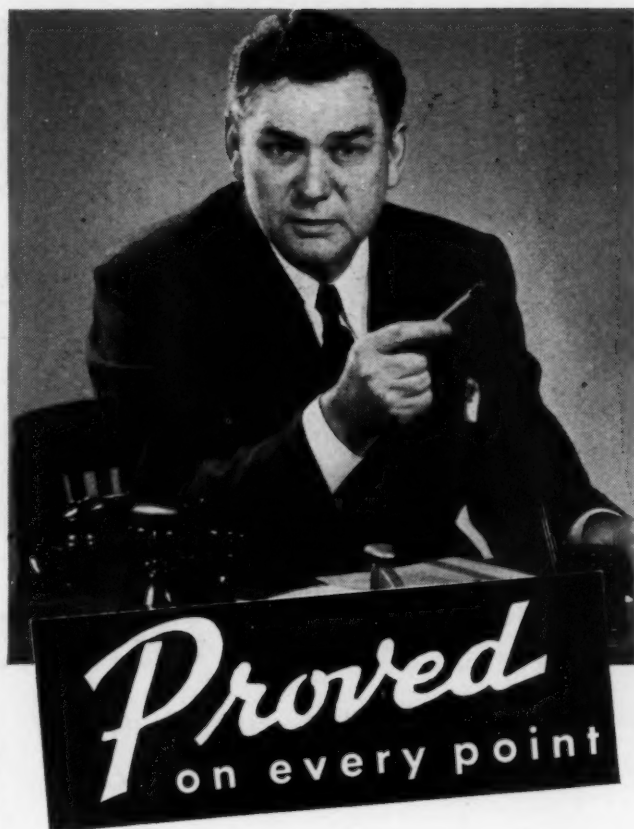
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IN ALL  
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Those concerned with the selection of school seating equipment find that Arlington provides every advantage. Year after year, Arlington seating equipment has proved itself on every point of evaluation.

As research develops new specifications, these are incorporated in Arlington design to assure better posture, greater seating comfort, and improved utility.

Arlington standards governing the selection of materials and the methods of construction are consistently raised to whatever levels advanced technology will allow. In this manner the quality of Arlington equipment is constantly improved.

Whenever the question of school seating equipment must be answered, remember the name Arlington. You will find Arlington equipment a sounder investment.

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**SEATING CO.**



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**GEARED** *to do the Job!*



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**Built Up to an Exact Standard  
Not Down to a Cut Price**

**NORTON**

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Zenith Model P5-24  
Pat. Pending

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Send now for **ILLUSTRATED BULLETINS**  
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**SCRUB FLOORS CLEANER, FASTER**

also wax, polish, buff, sand, grind, steel-wool



Above—Hild  
Shower-feed  
Floor Machine



Below—Hild  
Standard  
(Plain Handle)  
Floor Machine

HILD System Shower-feed Scrubbing gets floors cleaner without wasting soap and without splashing. Scrub-soap solution is fed from the tank on the handle of the Machine to the back of the patented HILD Shower-Feed Brush . . . then passes through accurately spaced holes penetrating the brush back between each row of bristles.

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THE effectiveness of Mercurochrome has been demonstrated by more than twenty years of extensive clinical use. For professional convenience Mercurochrome is supplied in four forms—Aqueous Solution in Applicator Bottles for the treatment of minor wounds, Surgical Solution for preoperative skin disinfection, Tablets and Powder from which solutions of any desired concentration may readily be prepared.

## Mercurochrome

(H. W. & D. brand of merbromin, dibromoxymercurofluorescein-sodium)

is economical because stock solutions may be dispensed quickly and at low cost. Stock solutions keep indefinitely.

Mercurochrome is antiseptic and relatively non-irritating and non-toxic in wounds.

Complete literature will be furnished on request.



**HYNISON, WESTCOTT  
& DUNNING, INC.**  
BALTIMORE, MARYLAND

Practically indestructible—made of plastic impervious to acid in ink.

No parts to separate and become lost or broken—lid is hinged into body of inkwell.

No glass inset to break.



Illustrated here is type No. 48. No. 49 is without flange.

## Sengbusch Noiseless School Inkwells

**eliminate breakage and replacement costs . . . .**



Guard before inserting

The guard holds the inkwell firmly in place and prevents it from being pushed out of the desk by books.

Guard after inserting



**Two popular styles made for your present desks...**

The experience of hundreds of Sengbusch-equipped schools shows that Sengbusch Noiseless School Inkwells help solve your inkwell problems these three ways:

1. They resist all destruction common with many other school inkwells, thus eliminating replacement expense.
2. They minimize ink evaporation, to cut down supply costs.
3. They eliminate annoying, costly ink-stain damage.

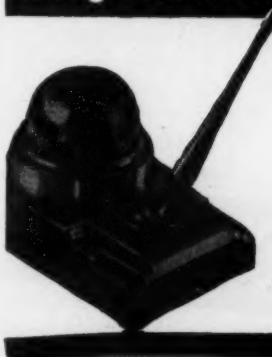
Sengbusch Noiseless School Inkwells are available in two styles designed to fit the majority of holes now in desks—for flush-type or protruding-type installations. Easy to install with or without guards. Easy to clean. No corrosion, deterioration, or crumbling.

Equip your desks with Sengbusch Noiseless School Inkwells. The worthwhile savings you enjoy back up your good judgment. Write today for descriptive price list.

**Sengbusch Self-Closing Inkstand Co.**  
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## For teachers' and office desks Sengbusch Handi-Pen Desk Sets



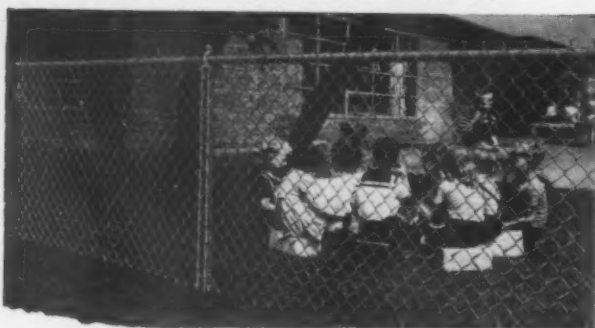
Everyone in your school system who writes—superintendents, principals, teachers, clerks—appreciates the effortless performance of Handi-Pen. You just pick it up and it writes. Uniform pen-inking. No flooding. No inky fingers. Less refilling—holds up to a year's supply of ink without evaporation waste. Attractive models from \$3.00 to \$12.00.

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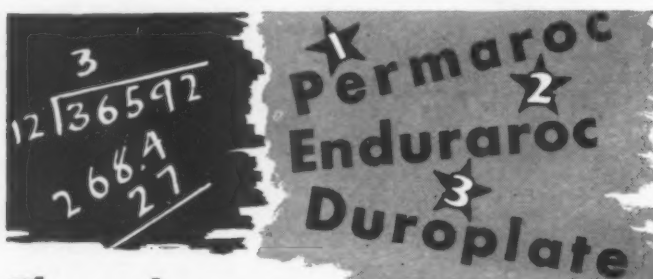


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• Now you can again have sturdy, long-lasting Page Chain Link Fence in a choice of four superior metals to best meet your needs. Page Aluminum at lower-than-ever cost. Page Copper-Bearing Steel, heavily galvanized. Page-Allegheny Stainless Steel and Page-Armco Ingot Iron. When you choose Page Fence you deal with a nearby firm which is technically trained, long-experienced and reliable. Write to any office listed below for illustrated information you should have.

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Three famous blackboards . . . each outstanding Rowles quality . . . each a leader in its type and price class . . . assure positive blackboard satisfaction under every possible condition.

Whether you select Endurarc—Permaroc—Duroplate—you get fifty years of manufacturing experience and quality achievement built into every foot.

Rowles blackboards have close grained, compact surfaces. They are smooth, with just the right bite for rapid, legible writing. Chalk marks contrast sharply against the dull, non-light reflecting surface and are easily read without eye-strain. They erase cleanly and permit easy removal of chalk deposits. Recommended for every type of blackboard installation and for use anywhere—in any climate.

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### ENDURARC

The permanent blackboard that defies time. Basic ingredients are indestructible asbestos rock and Portland cement. Thickness 1/4 inch. Width 3 1/2-4 ft. Length 5-6-7-8 ft. Weight 2 1/2 lbs. per square foot.

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As enduring as the school house walls. Gypsum rock core, formed under pressure between sheets of strong, tough, fibre. Thickness 1/4 inch. Width 3 1/2-4 ft. Length 5-6-7-8 ft. Weight 1 1/2 lbs. per square foot.

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Layer upon layer of long, tough, wiry, wood fibre, impregnated and welded together under terrific pressure with moisture resisting, waterproof material. Great tensile strength. Thickness 1/4 inch. Width 3-3 1/2-4 ft. Any length up to 12 ft. Weight 1 lb. per square foot.

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Write on letterhead for FREE informative Oakite literature. Or, ask your nearby Oakite Technical Service Representative to show you step-by-step Oakite ways to effective cleaning. His helpful suggestions may point the way to many economies in your school housekeeping program. No obligation, naturally.

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When your subscription expires, be sure to send your renewal promptly so that you will not miss any copies.

Many interesting and extremely helpful articles are scheduled for publication in coming issues.

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Send today for literature describing the improvement in educational growth and improved well-being that comes from modernizing schoolrooms according to the "Texas Plan" as developed in the Mexia, Texas, Public Schools under the direction of Dr. D. B. Harmon.

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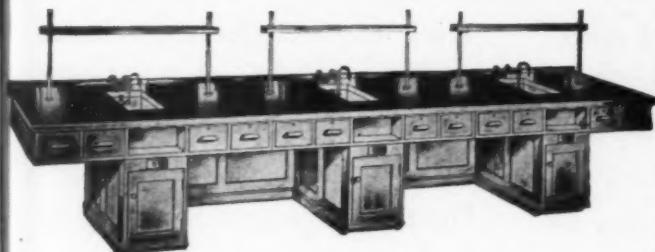
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Because of its outstanding excellence Peterson Laboratory Furniture has long been the universal favorite of school management everywhere. Experience has taught them that, because of the extraordinary service afforded by Peterson furniture over a long stretch of years, it is the most economical furniture available.

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1104: Upholstered, tubular steel chair — adjustable, back rest.



104: Moderately priced upholstered channel steel chair.

## NORCOR FOLDING CHAIRS

are built to last for years!



85: Large, comfortable all-wood auditorium chair.



85U: All-wood auditorium chair, fully upholstered.

THE Norcor line of portable seating leads the field with many construction features for hard usage and long duty. Heavy gauge tubular or channel steel electronically welded frames; automatic, patented seat locks; durable, baked enamel finishes and selected northern hardwoods are just a few of the features which contribute long life to our wood and steel chairs. With Norcor, your maintenance and replacement costs are at a minimum — a resultant saving so essential to profitable operation. Write for folder describing our seating line in detail.

## The NORCOR Line

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# NEW

# LYON

## Steel Lockers

*Featuring*

1. RECESSED HANDLES
2. POSITIVE LATCH
3. RIGID FRAME
4. TROUBLE-FREE HINGES



Lyon Single Tier  
Most Widely Used  
of All Lockers



Lyon Double Tier  
Economical on Cost and  
Storage Area



Lyon Multiple Tier  
Ideal for Most Small  
Storage Requirements



School board members and school superintendents familiar with the rough treatment every part of a school locker must withstand, will recognize the value of the new design and construction features incorporated in Lyon Lockers.

The recessed handles won't snag clothing . . . can't be twisted out of shape, broken or sprung. Number plate fits into handle and cannot be removed by student.

A full length pre-locking lock bar assures a positive latch. Single tier doors have 3-point locking device (top, bottom and center.)

Hinges are projection welded to frame, with butt of hinge recessed in door frame. Pin cannot be forced out.

Vertical and horizontal members are rabbeted and welded for school-proof rigidity. Bulb angle frame adds strength and beauty. Ask your dealer for full particulars.

## LYON METAL PRODUCTS INCORPORATED

General Offices: 826 Monroe Avenue, Aurora, Illinois • Branches and Dealers in All Principal Cities



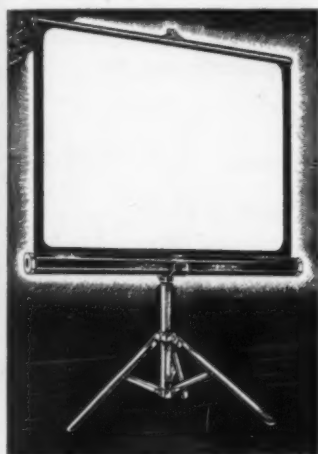
# What's New FOR SCHOOLS

*The easiest way to get more information about the new products described in this section is to use the postage paid card opposite page 96. Just circle the key number on the card which corresponds with the number in the headline of each item. The NATION'S SCHOOLS will send your request to the manufacturer.*

## Tripod Screen

TNS 773

**Locks Automatically; Simplifies Projection**



Challenger Tripod Screen is said to offer better projection, simpler operation and adjustment of height as well as sturdier construction. Its new and exclusive inner-locking system, "Slide-A-Matic," completely eliminates external locking devices, such as thumb screws or plungers. To adjust the height of the screen, the operator merely pulls back on the square elevating tubing, raises or lowers it to the desired height, releases the tubing,

and it automatically locks in place; the fully opened screen can be adjusted in height without separate movements of fabric or case. A new hanger bracket and hanger loop hold the screen fabric securely and prevent it from accidentally slipping off.

Opening of the tripod legs is accomplished with one simple motion which automatically locks them in place. No rubber tips are needed for the feet of the new Challenger, yet it will not scratch floors. The leg itself is formed into a rounded foot which provides a firm grip on any surface.

An octagon-shaped case allows the fabric to roll in or out without rubbing against the edges of the case opening. —Da-Lite Screen Company, Inc., 2723 North Crawford Avenue, Chicago, Ill.

## Facts About Printing Industry

TNS 774

**Will Serve as Guide to Teachers, Pupils**

The importance and progress of the printing industry, its need for skilled workers and the opportunities it offers are presented in graphic style in "Facts About the Printing Industry for Schools," prepared in conjunction with the American Type Founders education service. One section of the booklet is entitled, "Guidance Addendum" and will be of special value to guidance supervisors and teachers, for it outlines employment conditions and opportunities in the printing industry; it will be of importance to pupils, for it will aid them in selecting the particular types of work for which they are best suited.

Comparative charts, made available through the courtesy of Inland Printer, show the standing of the printing industry in relation to that of other major industries. Dedicated to the Printing Educators of America, the booklet was compiled by John A. Backus and Milford M. Hamlin.

In regard to the ATF Education Service, it is explained that the American Type Founders has been the leading school printing equipment supplier for almost half a century and that through its department of education it can furnish schools with engineering layouts, advice and educational cooperation on all printing problems. The service is available without obligation.—American Type Founders, Department of Education, Elizabeth, N. J.

## New Clock Systems

TNS 775

**Synchronized With Alternating Current**

Edwards' new complete clock systems, featuring the widely known dual motored Telechron self starting synchronous movements, are described in the company's Bulletin No. 250. Unlike electric clock systems which operate by a minute impulse from a master clock, Edwards' systems are exactly in synchronism with the alternating current. There is no central control clock to be looked after, regulated and serviced; the movements operate without contacts, rectifier, master clock, relays, pendulum, keys or switches.

All clocks, program instruments and signals listed in the catalog are approved by the Underwriters Laboratories for 115 volt A.C., and the material and workmanship carry the company's unqualified guarantee. Units are designed for operation on 115 volt, 60 cycle alternating current but, when specially wound, they can be used on other voltages and frequencies. The systems described in Bulletin No. 250, it is pointed out, are clock and program systems. For information about intercommunicating telephone systems, the company has prepared Bulletin No. 205; for fire alarm systems, Bulletin No. 135.—Edwards and Company, Norwalk, Conn.

## Wire Recorder

TNS 776

**Now Available From Audio-Visual Firm**

The Peirce Model 55A Magnetic Wire Recorder and Reproducer is now being distributed by the Bell and Howell Company. The instrument provides 66 minutes of continuous recording, embodies a 5 inch permanent magnet speaker and will operate on any 15 volt A.C. line or on D.C. with a converter. Other features include simplified and readily accessible controls, welded steel case construction,

silver gray wrinkle lacquer finish, rubber feet and a convenient carry handle. The amplifier unit will serve efficiently for public address work when used in conjunction with a high-impedance microphone or phonograph turntable and an auxiliary speaker.

Because no wear or deformation of the wire occurs during recording or reproducing, the wire itself will last indefinitely. Previously recorded sound is "erased" automatically when a new recording is made, and thus portions of a recording can be removed and replaced as desired. The new machine, including a microphone of the desk-stand type, is priced at \$595 plus \$40.16 federal excise tax.—**Bell and Howell Company**, 7100 McCormick Road, Chicago 45, Ill.

## Aluminum Awnings

TNS 777

Offer Low Cost Protection, Controlled Light



Sagging, shrinking and stretching, afflictions common to some types of awnings, are eliminated in Alumaroll which, however, retains the canvas awning's desirable feature of rolling up into a neat compact roll at the top of the window.

Made of 100 per cent non-corrosive aluminum, increased ease of operation, attractiveness and durability are claimed for this new product whose installation is said to add character and refinement to windows and entrances of school buildings.

The awnings are finished in a protective coat of baked aluminum enamel and are available in a range of colors to harmonize with any building exterior. Freedom from fading, ripping and mildewing is emphasized as are the facts that these awnings will not chip, rust or rattle. They provide full ventilation as well as any degree of shade the year round. Another feature is one of safety; completely fireproof, there is nothing to burn.

In regard to the cost angle, it is emphasized that the original cost is the only cost during a long, maintenance-free service life. In summer, they keep building temperatures down, thus relieving air conditioning systems; in winter, they can be rolled up easily to allow the winter sun's heat to ease the heating system load.—**Aluminum Awning Company, Division of Orchard Brothers, Inc.**, 499 Meadow Road, Rutherford, N. J.

## Catalog Describes

TNS 778

Safety Treads, Their Application, Installation

Wooster All Steel Safe Groove Treads, a complete structural unit for stairs with safety features integral with the step, and Wooster Cast Window Sills are described in a new 16 page, three color catalog on safety treads, nosings, thresholds, window sills, curb bars and elevator sills. Published by Wooster Products, Inc., the booklet presents suggested applications, complete descriptive material and details illustrating methods used to install its products on any type of base. A portfolio of detail sheets, which facilitates the work of architects, construction engineers, specification writers and draftsmen in designing installations, is described also.—**Wooster Products, Inc.**, Wooster, Ohio.

## Mass Feeding Installations

TNS 779

Studied in New Edition of Case Histories

Expected to be of value to operators of institutional kitchens, architects, designers, dietitians and training schools is the new de luxe edition of "Case Histories of Successful Mass Feeding Installations," published by the G. S. Blodgett Company. Now ready for distribution, copies can be obtained upon request to the publisher.

Twenty-eight case histories depicting good kitchen design are presented in the 36 pages of the liberally illustrated booklet. Kitchen plans and installation photographs, together with annotations on menus and services, help to visualize the well known installations which are used throughout the manual.

I. S. Anoff, president of Albert Pick Company, Chicago, and chairman of the Food Service Equipment Industry, Inc., wrote the foreword, and an article on "Essentials of Kitchen Planning" by Harry Blumberg, vice president of Nathan Straus-Duparquet, Inc., is included.—**G. S. Blodgett Company, Inc.**, 50 Lakeside Avenue, Burlington, Vt.

## Beverage Dispensing Equipment

TNS 780

Plan Contained in Unique Work Kit

A hot summer day and a cool summer drink offer a logical setting for perusal of the Amcoin Corporation's unique work kit for the planning, installation and operation of hot and cold beverage dispensing equipment. The kit, designed for easy use and quick reference, is in file folder form and contains new literature, specifications and dimensional drawings arranged in a compact unit.

Complete data on each of Amcoin's all glass interior coffee makers, juice fountains, iced tea and milk dispensers are grouped methodically and separated by four dividers with tabs. There is ample room in each section for placing additional material and correspondence relating to the equipment. The kit is available free to personnel in charge of food preparation and service.—**Amcoin Corporation**, Buffalo 9, N. Y.

## New Line of Boilers

TNS 781

Features Standardization of Dimensions

Engineers and architects planning new construction or plant expansion projects will be interested in the Springfield Company's development of a line of 12 standard water tube boilers ranging in guaranteed steam generating capacity from 6000 to 17,000 pounds of steam per hour. Springfield engineers expect to reduce engineering costs per unit to a nominal figure on the new standard line which will permit adoption of a price list system of quoting on the many small and medium sized jobs needed in the power, process and heating fields.

The new line is designated as the Springfield Type M series, and the new boilers feature a water-cooled furnace design found particularly successful where it is necessary to maintain uniformly high efficiency over a wide range of load conditions. Dimensions for various sized units are standardized. Type M boilers are made with two standard tube lengths, 10 feet and 12 feet expanded into sinuous electric steel sectional headers. All boilers in the line have 48 inch diameter welded, x-rayed and stress-relieved steam

drums constructed to various pressure standards ranging from 160 to 320 pounds. The furnace width varies from 3 feet 9 inches to 9 feet, depending on header sections used. The overall setting height is 17 feet 5¼ inches for all units.

Features of the design are expected to be simplicity of maintenance, minimum number of parts and ability to operate considerably above rated capacity. Heat applied to steam delivery tubes and steam delivery above water level ensure dry steam and freedom from priming. Shop assembly of a considerable portion of the parts facilitates erection at the user's location.—**Springfield Boiler Company, 1999 East Capitol Avenue, Springfield, Ill.**

## New Product

TNS 782

### Primes, Seals Walls in One Operation

Because of its "quick drying" property, Plaster Grip, a dual purpose liquid for priming and sealing plaster walls in one operation, is said to be especially advantageous for use in schools. The product can be applied when walls are still wet and, because of its high alkali resistance, there is said to be no danger of discoloration from "lime burns" and no flashing. Its high solid content provides a base for succeeding coats of paint; it can be applied over old paint, and it has no objectionable odor.

"Damp spots," where paint continually peels off, can be sealed with one coat. Plaster walls covered with only one coat of Plaster Grip are sealed so effectively that a single coat of gloss paint applied over this priming holds its luster and color, according to the manufacturer. One gallon of Plaster Grip covers 800 to 1000 square feet of new plaster—**Gillespie Varnish Company, Dey and Howell Streets, Jersey City 6, N. J.**

## Portable Bowling Alley

TNS 783

### Augments School, Club Activities

For schools, recreation centers and boys' clubs wishing to add bowling to the sports activities they now provide but lacking the funds or maintenance personnel, the new Two-Way Bowling Alley is the answer. In this portable alley there is a pit at either end to catch the pins after they are struck by the ball. The pits, protected by floor mats and heavy swinging canvas cushions, swing open on durable casters to assure speedy operation of both playing ends. The player "up" has pins set by his opponent, the player's pit being open, the opponent's pit being closed. Upon completion of player's "try," the player becomes the pin boy for his opponent, sets up his opponent's pins and closes the pit for the opponent's "try."

The alley floor is made of high grade, edged, grained hardwood, sturdily constructed to ensure long life. Inlaid spots at both ends of the alley floor direct accurate setting up of pins. The game may be played by units of two or more people, and score is kept exactly as in regulation bowling.

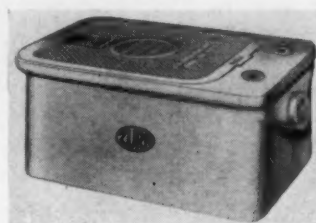
Dimensions are length, 23 feet overall; width, 32 inches overall; height of alley above floor, 18 inches; height of both ends from floor, 38 inches. Approximate shipping weight is 800 pounds. The price of the unit, complete with equipment ready for bowling, is \$459 F.O.B. factory.—**Two-Way Bowling Corporation, 114 East Thirty-Second Street, New York 16, N. Y.**

## Grease Interceptor

TNS 784

### Installed Without Recessing in Floor

A new grease interceptor, designed for use on the drainage lines of kitchens, soda fountains and cafeterias, has a low-slung body that permits its installation in places where some interceptors would be too high to install without recessing in the floor. Because of its unique design, it can be installed without recessing with dishwashers having low reservoirs and drain connections or under low built counter or drainboard installations.



The flotation principle is used to intercept grease. Perforated baffle plates eliminate turbulence in the water as it enters the interceptor, permitting the grease to separate from the water. The intercepting chamber is an integral unit which can be easily removed for cleaning, thus simplifying removal of grease. The units are made in cast iron or stainless steel, depending upon requirements, and can be furnished with anchorage flange or seepage pan when so specified.—**J. A. Zurn Manufacturing Company, Erie, Pa.**

## Coffee Brewing Robot

TNS 785

### Prepares Beverage Automatically

Cory Automatic, a new and entirely mechanical coffee brewing device which removes the human element from the brewing of coffee, is described as a mechanical robot whose mysterious operation actually creates an endless fountain of coffee. Through utilization of the pressure of the regular water main and the principles of electronics, it guides and controls the water supply in such a way as to convert it magically into freshly brewed coffee. The operator simply fills a small cartridge with ground coffee, places the cartridge in position and presses a button. The brewer automatically draws the correct amount of water, brings it to brewing temperature and pushes it upward through the coffee grounds, making freshly brewed coffee. Then it fills serving decanters automatically, turns itself off and proceeds to keep the coffee hot and ready to serve. Completely automatic control is established for brewing time, temperature and the amount of water used.—**Cory Glass Coffee Brewer Company, 221 North La Salle Street, Chicago 1, Ill.**

## Lighting Institute

TNS 786

### To Reopen; Will Feature Schoolroom Exhibit

The General Electric Lighting Institute at Nela Park, Cleveland, which attracted nearly 1,000,000 visitors from all parts of the world during the twenty-five years between the two world wars, will be formally reopened the week of August 5. The institute has been completely rebuilt, and the series of lighting "schools" will be resumed immediately after the grand opening with the new institute functioning as a classroom wherein students of lighting may learn the latest theories, practices and technics.

Among displays, demonstrations and facilities built into the revamped institute are an ideal schoolroom flooded



with synthetic daylight and equipped with automatic electronic controls to compensate for the caprice of natural daylight; incandescent lighting for schoolrooms and a system of new low brightness 4 foot 40 watt fluorescent lamps; school wall slates of glass in various colors and chalks of contrasting hues, and a G-E Lamp Gallery featuring pictures of campus-like Nela Park as well as lamps of all types and sizes with many of their myriad uses. Those planning construction of a new school or modernization of present facilities are expected to find innumerable ideas in the schoolroom exhibit.—G. E. Lamp Department, Nela Park, Cleveland, Ohio.

## Fixed Seating

TNS 787

In Auditoriums Is Said to Be Trend



The trend is toward installation of modern, fixed seating in high school auditoriums, the American Seating Company claims, according to reports it has received from all sections of the country. Increased comfort afforded by such seating and the attraction a comfortable auditorium holds for every type of audience are the reasons usually given. Said to be typical of the fixed seating now being installed is the

company's redesigned Bodiform auditorium chair which is contoured to the human body.

The chair has been streamlined to give modern styling to the construction which features arch springs, concealed hinges and practically indestructible frame. Seat and back are designed for quick removal, when necessary, to permit replacement of covering material in a few minutes' time.

The seat is formed from a single steel sheet, with no protruding corners or edges and, when the occupant rises, the seat folds automatically to a  $\frac{3}{4}$  fold. As in all previous Bodiform chairs, the new model is made without tacks or bolts and there are no exposed screws.—American Seating Company, Grand Rapids, Mich.

## Window Insulating Unit

TNS 788

Hermetically Sealed; Prevents Condensation

A new type of window insulating unit known as Twindow has been announced by the Pittsburgh Plate Glass Company. As the name implies, Twindows are integral insulating units of two or more plates of glass enclosing a  $\frac{1}{4}$  inch or  $\frac{1}{2}$  inch hermetically sealed air space. A revolutionary feature is the use of hollow aluminum tubing to separate and hold the glass plates in position. The entire unit is framed with a light-gauge stainless steel channel (.015 to .020) with the channel legs extending  $\frac{3}{8}$  inch inward on the surface of the glass from the base around its periphery to give maximum protection during installation and use.

The Twindow unit virtually prevents condensation, one of the most difficult transparent fenestration problems to

solve in all types of applications, and is said to constitute one of the most efficient thermal and dust insulation units yet developed. Use of larger windows is thus permitted and heating and air conditioning costs are appreciably reduced.

Clear polished plate glass is used in construction of the standard Twindow unit. Units can be fabricated, however, with special glasses to meet practically all needs. Specially developed production processes make it possible to provide the Twindow units in a wide range of sizes in any combination of straight edges, including the standard double-glazing as well as the special triple, quadruple and multiple glazed panels. It is possible also to produce certain simple cylindrical bends within definite limitations.—Department PRT, Pittsburgh Plate Glass Company, 632 Duquesne Way, Pittsburgh 22, Pa.

## FILM RELEASES

### Swimming and Diving

TNS 789

**Swimming for Beginners.**—Instructing a 10 year old child in fundamentals of swimming, from conquering fear to breathing, kicking, arm strokes and coordinated deep water swimming.

**Advanced Swimming.**—Perfecting style and strokes of average swimmer. Includes correction of common swim faults; illustrates proper body alignment, arm and leg action, breathing.

**Fundamentals of Diving.**—Shows balance, coordination, rhythm and basic fundamentals, including importance of footwork. Demonstrates many types of diving.

Produced under personal supervision of Fred Cady, now swimming coach at University of Southern California; narrated by Ken Carpenter. For use in sports programs of educational institutions. 16 mm. SOF. Each reel runs approximately 10 minutes. Available in black and white at \$25 each reel. Orders accepted now for future delivery of color versions which will list for \$75 each reel.—Official Films, Inc., 25 West Forty-Fifth Street, New York 19, N. Y.

### International Subjects

TNS 790

**March of Time Forum Edition.**—Three series of 16 mm. films for study and discussion in 1946-47; in addition, two special issues, "Americans All" and "The French Campaign." Series M includes "The Philippine Republic," "The Pacific Coast," "Greece," "Music in America," "Palestine," "Italy," "Life With Baby," "Britain and Her Empire"; series L, "The Nation's Capital," "Ireland," "China," "Russia at War," "Men of Medicine," "New Ways in Farming," "Sweden," "The New South"; series K, "India," "Texas," "South Africa," "Airways of the Future," "Portugal," "Canada," "Brazil," "New England."—The March of Time Forum Edition, Department C, 369 Lexington Avenue, New York 17, N. Y.

### Lighting

TNS 791

**Light Is What You Make It.**—16 mm. sound. Ten minutes. Walt Disney movie in technicolor. Film is part of a complete package that includes colored charts with lectures, newspaper advertising, direct mail, a consumer booklet and a meeting manual, all pertaining to the film and using the Disney illustrations. Covers basic facts of seeing and shows how artificial light can help or hinder the eyes.—National Better Light-Better Sight Bureau, 420 Lexington Avenue, New York, N. Y.

# INDEX TO PRODUCT INFORMATION AND ADVERTISEMENTS

HERE IS AN EASY WAY to obtain information about products advertised in this issue or described in the "What's New" pages. Check the convenient card below, tear out and mail—no postage is required.

The publishers of The Nation's Schools offer this free service with the idea that data on products is an essential part of the equipment of the school administrator's office. When we receive the card from you, we immediately pass on your request to each manufacturer whose number has been checked, with the request that he forward further details promptly. Thus, with a single card, you can get information on as many or as few items as you wish.

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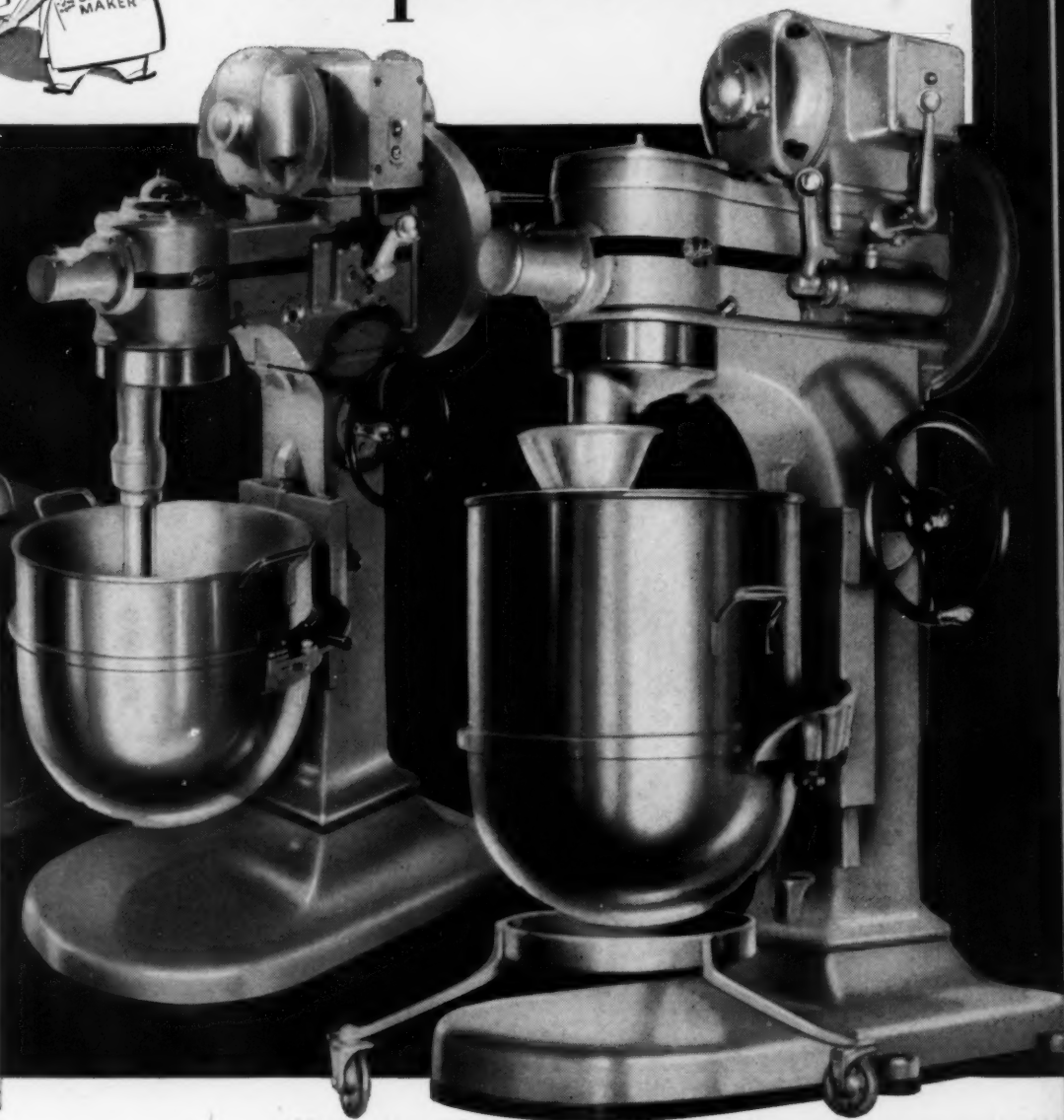
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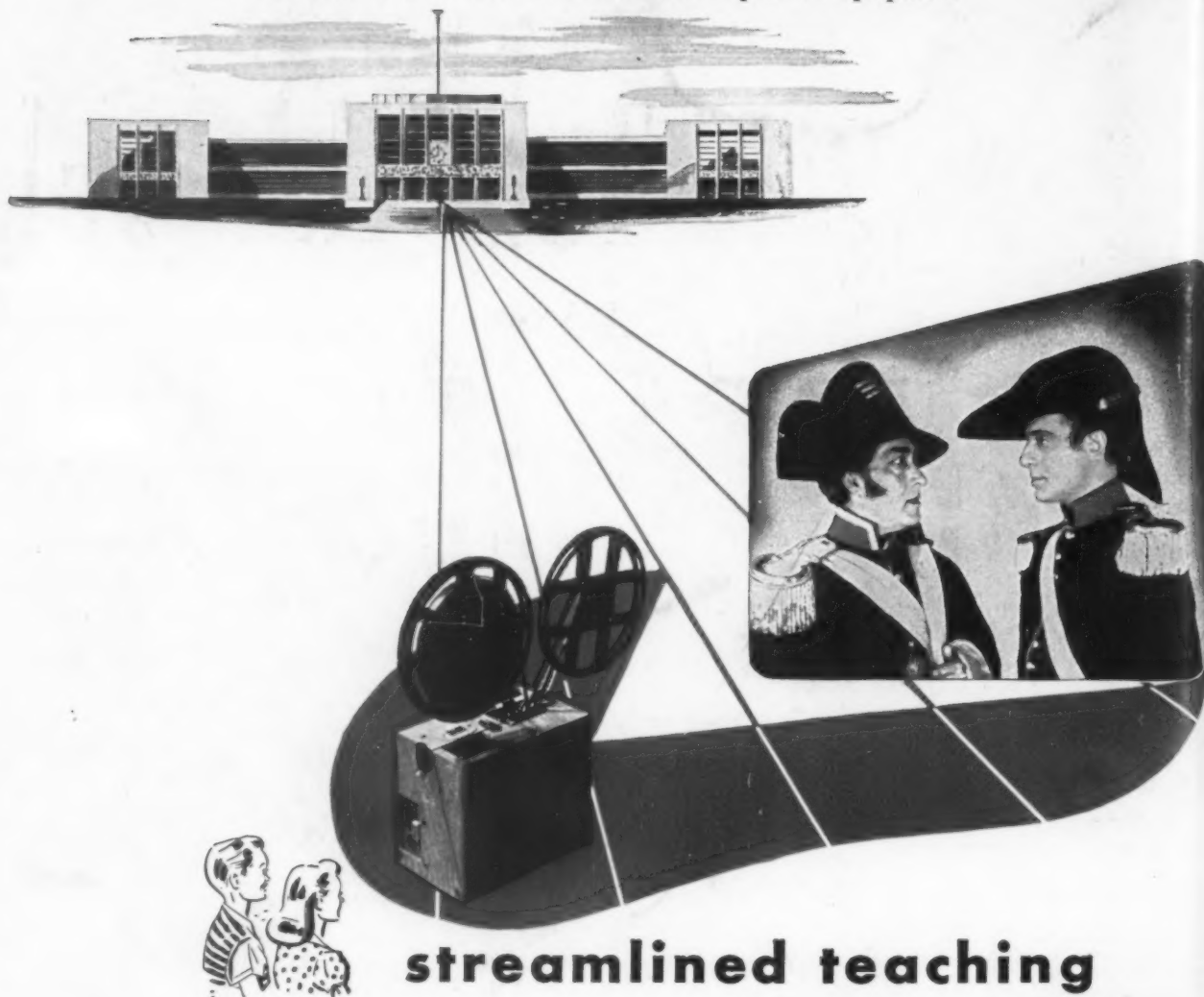
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